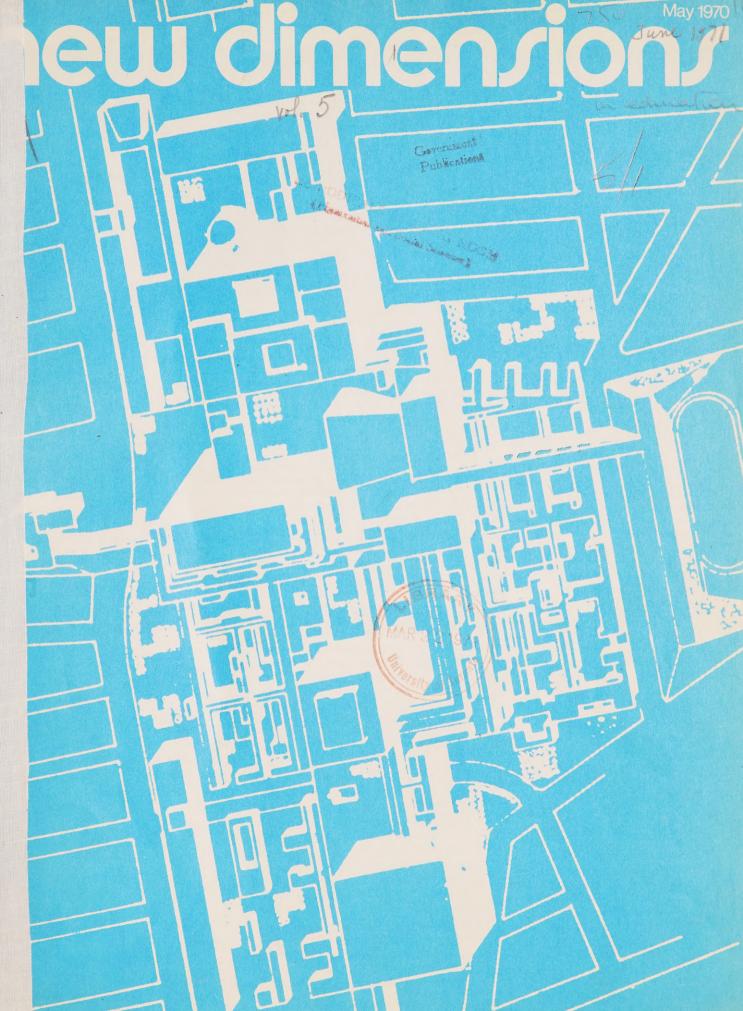


CA 2 ØNDE 11 - 532





new dimensions

May, 1970

Volume 5 number 1

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407

Editor, Pat Sherbin
Assistant editor, Louise Rachlis
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

Assistant Director, John Gillies.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

You can obtain reprints in minimum quantities of 100, of any article that appears in *New Dimensions*. Prices are available on request by writing to the Editor at the above address.

M COMMAN TO MAKE THE MAKE THE

This month's New Dimensions cover is an architect's block plan and section of an educational park. The cover was used to illustrate the two stories by Louise Rachlis on the future of school planning.

Future school — machine or monument	3
Think like a child to build a school	. 4
He came back — with eighteen students	5
A grave situationleads to learning	7
Carry on — Constable Jones	. 8
Ontario Student Committee formed	9
The cold, cold honeymoon that broke the ice in Auden	10
Course for future band leaders	11
New qualifications for elementary teachers	12
Learning while living at Palmer House	12
The sounds of pollution	13
The community is their campus.	14
Write-in	16

COMING EVENTS

MAY

MAY 1–2: Educational Media Association of Canada, annual meeting and conference, Montreal. For information: EMAC, 99 Glenridge Ave., St. Catharines, Ont.

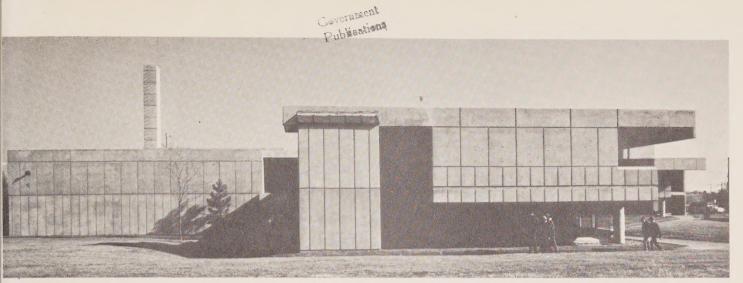
MAY 3–5: Ontario Association of School Business Officials, annual convention, Sheraton-Brock Hotel, Niagara Falls.

MAY 7—9: Social and Environmental Studies Conference "Coping With the New Freedom", York Centre for Continuing Education, Toronto. Sponsored by the geography, history and social sciences teacher associations of the Ontario Education Association.

MAY 11—13: The Promised Land of the Computer, York Centre for Continuing Education, Toronto. Sponsored by the Canadian Teachers' Federation, Canadian Council for Research in Education, and the York Centre.

MAY 15–17: Ontario Teachers' Federation Outdoor Education Committee, a spring conference for teachers interested in outdoor education programs. Cedar Glen Conference Centre, Bolton.

MAY 31—JUNE 2: Canadian School Trustees' Association, annual convention, Winnipeg.



Tecumseh Senior Public School in Scarborough, designed by Fairfield and DuBois Architects.

Futureschoolmachine or monument

By Louise Rachlis

When international architect Le Corbusier defined a house 50 years ago as a "machine to live in", he couldn't have imagined the future of traditional "machines" to learn in.

In a gradual progression from the one-room schoolhouse to a centralized cluster of class-rooms, Ontario boards have built schools so functional and exciting that adults want to use them as community centres after school. The increase in leisure time could even mean that school subjects such as art, music and home economics may be taught in cultural centres, apart from the academic buildings.

Reflecting the structural changes, the recurring word in current discussions on school architecture is flexibility. "The uncertainty of educators about the future is expressing itself in a number of ways, one of which is the need for a building which could be cheerfully demolished in 12 years," says Ron Stirling, a research architect with the Ontario Department of Education's School Planning and Building Research Section. Meanwhile, there are alternatives.

Flexibility and versatility

Typical of many schools striving for maximum versatility is Ottawa's Canterbury High School. Nearly half the teaching space there can be contracted or expanded by folding walls. . . Lockview Park Secondary School, Port Colborne, has a resource centre for day and night use. The main floor houses bookstacks, reading and teaching facilities, and up a few steps is a mezzanine gallery of 40 separate study booths—each equipped with lighting and outlets for tape recorders and slide tapes. . .

New words like "learning complexes" enter the language, new equipment like white

"blackboards" (to eliminate glare), new facilities like the cafetorium, furnished with a fold-down table chair combination. . .

Improvements have not been restricted to elementary and secondary schools. At the community college level, Rexdale's Humber College has just completed Phase II of a planned series of campus buildings. Phase II is a long, low structure of white stucco, glass and steel. Upper floors are criss-crossed with exterior steel beams, eliminating the need for indoor columns on the classroom floors.

North Bay has a complex

Perhaps the ultimate in the trend towards centralization is the North Bay educational complex to be completed by 1972. Designed by Toronto architect Ron Thom, it combines North Bay Teachers' College; the St. Joseph School of Nursing; Nipissing College, an affiliate of Laurentian University; and Cambrian College's North Bay campus.

This is probably the first time such groups have collaborated successfully in completely sharing facilities, taking advantage of combined funds. For instance, by uniting they can afford a fully equipped gymnasium which each institution could not have built on its own.

Another example of cooperation is Scarborough's Stephen Leacock Educational

Complex—three schools accommodating kindergarten to grade 13. Three levels of learning are integrated on one campus, using combined athletics, health, guidance and audiovisual equipment, and a common cafeteria and auditorium/lecture theatre.

Updated housing

Flexibility in student housing is just as important. School Planning has completed an experimental housing study with the Department's Schools for the Blind and Deaf Branch, producing a report which is applicable to other students.

Discussing proposed residential projects, the report states: "The housing tradition that has become synonymous with this type of institution has been that of the long central corridor, groups of 65 or over, gang washrooms and poorly organized social spaces."

In place of that, the study suggests an updated combination of corridor and cottage-type housing "to provide a number of levels of contact ranging from the small personal space to the large social area, both inside and outside the building."

Planning for open plan

A similar outlook towards elementary schools has led to the increasingly popular "open plan". Roughly half of the new Ontario elementary schools now have some element of "open plan". Since such schools often mean a major departure from traditional thinking, some boards have familiarization programs for parents and children.

The London Board of Education, which has eight schools with open plan classrooms, presents parents with an information session

Continued from page 3

consisting of a school tour, a discussion of new learning techniques and an explanatory take-home brochure.

Studies so far have shown the new concept to be a success. One by the Ontario Institute for Studies in Education compared two classes in open plan schools with two in traditional buildings. The study measured attitudes towards school, the teacher and learning, curiosity and creativity. In general, pupils in the freer concept schools were shown to have had better attitudes towards school, better behavior with more self-discipline, and greater absorption in their activities.

Speaking at a School Design Workshop in March, Peter Wiseman of the Ontario Department of Education's Curriculum Section called open plan schools "a resource that is rich and accessible." But he stressed that "since the emphasis must be on the child, constant communication between teachers, educators and architects is a necessity" if the school is going to be built properly. The success of any open plan program depends upon the degree of commitment, planning and involvement by school staff, and the educators' ability to communicate their ideas to the architect. Mr Wiseman said it all adds up to "PR"-"planning and responsibility."

Through open plan schools, four additions have been added to the traditional "3 R's", Mr Wiseman said. "These are respect, responsibility, reality and resources."

A school's resources often vary with its site, and that could possibly change drastically as the sprawling playground-surrounded school becomes an inner-city impossibility. Combining schools with high-rise apartments, shopping plazas, office buildings, theatres or libraries, would cut down urban land costs, and yet provide a school which is really integrated with its community. \square

Experimental housing units for the Ontario School for the Deaf, Belleville.



Think like a child to build a school

To ensure that standards are met, plans for all grant-supported elementary and secondary schools must be approved by the Department's School Plant Approvals Office.

Long-range study of schools is done by the School Planning and Building Research Section, established by the Ontario Department of Education in 1964. The Section investigates educational facilities for the colleges of applied arts and technology, teachers' colleges, colleges of education and special education schools for the deaf, blind and emotionally disturbed; researches new techniques and materials, and provides publications, consultation and annual workshops so that educators, administrators, architects and engineers can exchange ideas.

Don't knock the system

The systems approach is one used by architects trying to avoid the creation of an obsolete building. A construction system is the designing of a basic space module or unit which is easily repeated, economical to build and relatively simple to change. Many of Ontario's 20 colleges of applied arts and technology are using extensive systems models for their new buildings. The Metropolitan Toronto School Board's Study of Educational Facilities is another system tackling the problem of making existing and new school plants compatible with the growing experimental flexibility of education.

One of the architects dubious about some of the present systems feels they could be improved by "a multiplicity of parts." "The problem," in Andy Clarke's opinion, "is to discover a series of subsystems that are related to different kinds of schools, so you can choose the \$10 component, or the \$100 component. Its choice that is important."

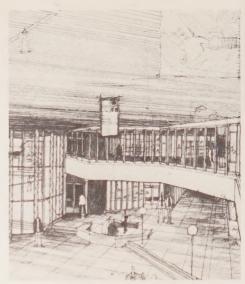
As Mr Clarke's Toronto colleague, Jamie Wright, expressed it: "Don't try to solve all your problems with three pieces and one idea."

The challenge is there

Architects are aware of the difficulties facing them. One architect commented: there seem to be two movements; one group builds a machine; the other builds a monument.

"The thing to do is get back to some sensitivity," architect Jerome Markson commented. "Technology is not all there is."

And yet the increased application of technological and audiovisual aids is presenting



Plans for Phase II of Humber Community College,

as much of a challenge to school planners as concepts such as nongrading, flexible scheduling and team teaching. In fact, the most striking influence on school construction may be made by the current explosion of educational television.

"The future development of cable television will be a strong influence on what kind of educational buildings are built, and where they are located," Ronald Stirling, a research architect with the Ontario Department of Education, predicted. "It may make classrooms redundant, and the school a series of opportunities for learning dispersed throughout a community rather than a place for large group instruction. Unless planners understand the total impact of all aspects of educational television, it will be difficult for them to predict planning solutions for more than a few years at a time."

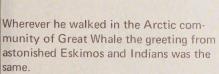
TV CAATS?

The conclusion that television and the schools should be working together, rather than as opposing influences, is coming to the foreground on the community college level as well as the lower grades. An alternative to expanding classroom facilities and "bringing the student to the college", is to bring the college to the student through a cable television link. It has been suggested that television instruction, combined with study material, campus resource centres and workshops, would be an effective way to expose the aims and service of a community college to its community.

But, especially for younger pupils, the human element should not be forgotten. Thinking back to his own school days, architect Jerome Markson mused: "A school should have a happy atmosphere. Children should be able to look out the window and dream for awhile. . .The architect should think he's a kid."

he came back-with eighteen students

By Morley Overholt



"You came back!"

"Nobody comes back to Great Whale," says Carl Reid who left his teaching job there four years ago to bring his family 1,000 miles south to Toronto.

In late March he returned, but not alone. Following him off the DC-3 at the settlement on the east shore of Hudson's Bay in Quebec were 18 nervous grade 8 students from Albion Township, northwest of Foronto. The youngsters, ranging from 9 to 14 years readily admitted they were shivering with fright inside their snug snownobile suits.

'I was scared when we saw the Eskimos' miled Cathy Clarkson, "But I'm not any nore". The fear had changed to friendship and understanding after the students spent a week living with the Eskimos and Indians.

Their Arctic excursion was six months in the planning. Until last year Mr Reid taught at

Palgrave Public School in Albion township.

"The students wanted to do something different," he said, "they felt they could take trips to Niagara Falls or Ottawa anytime. . . they wanted to charter a plane".

Mr Reid's tales of his life as a teacher in the far north prompted the students to plan a trip to Great Whale, one of the few northern settlements where Eskimos and Indians live together as neighbors. Even though Mr Reid had returned to the Ontario College of Education in Toronto to continue his studies, his former students had committed him to the northern trip.

"The boys dance here. They don't back home." Words from a 13-year-old girl as she shimmied with her Eskimo partner to Toronto's top twenty. It was her second night in the settlement.

There were 10 girls and 8 boys on the trip from Palgrave Public School, Ellwood Senior Public in Bolton, Macville, Caledon East and King City Senior Public. Each student paid \$200 for the charter flight and room and board with their Eskimo and Indian hosts.

They lived with the native Canadians in winterized tents and cramped wooden shacks sharing traditional foods and doing their best to communicate with a combination of grunts, groans, hand-signals, French and English. Many of the hosts used the money they received as board from the children to buy "luxury" foods they believed their white visitors would prefer to native fare. A loaf of bread, for example, sells for 69 cents, most of which is the cost of bringing it in by plane. Eskimo syllabics on a sign in a government cafeteria clearly define the food problem.

FRUITER Ab(2 ALDELA

1200000LC

Roughly interpreted, the message reads: "Would you please take only one fruit per person, per meal so that everybody can have his share."

Hunting and fishing is a way of life at Great

The Albion students were shivering with the cold and a bit of fright when they arrived in Great Whale, but within hours, warm friendships melted all reserves.





Continued from page 5

Whale and in this category, the students came home with stories to top any their friends can tell. They were in the community when an Eskimo hunting party returned with 22 caribou lashed to dog sleds . . . they heard of a Cree Indian who shot 63 ptarmigan in one afternoon. . . they listened as an older man described walking along streams to select the trout or arctic char he wanted to catch for dinner.

On a five-hour dog sled ride the students learned that dogs are not always loving family pets. The youngsters watched and winced as their smiling Eskimo driver whipped and kicked any of his dogs that disobeyed his commands and by week's end they understood that man must always hold the upper hand with the hungry, part-wolf canines. Allie Niviaxi, using a saw and knife performed his people's seldom-used art of building a house of snow while the students sat on a bank snapping pictures. They learned he was not building an igloo, which in Eskimo means any type of house, and not necessarily one made of snow. An iglooviga (iglooveega) is a house made of snow.

Impressed by the visit the students want to try and raise almost \$3,000 to bring their new-found friends south to the world of shopping-centres and super-highways.



A grave situation...

Ontario pupils are using cemeteries to learn about life.

In fact, they're digging up new ways to benefit from the studies all the time. Students are learning about history, art, geography and population growth, and some rundown cemeteries are getting spruced up in the process.

In southern Ontario, Simcoe's St. Joseph's School completed an in-depth cemetery survey which included interviews with a funeral director and a monument maker.

Robert Houston, head of out-of-school education for the Muskoka District Board of Education, has spurred several northern cemetery rehabilitation projects.

"Two or three cemeteries around here had been attacked by vandalism," Mr Houston said, "and the local people in Huntsville asked us to do some repair work. Students have been at that since last fall, and this spring they are writing a 'source book' on the graveyard."

Double Benefit

Working with area residents, the Muskoka students chatted with them about their ancestors, and reaped a double benefit from the program: local history and a link with the past. Mr Houston praised the students' ability to discover all kinds of interesting information. "They'll see things you and I wouldn't see at all".

Eldon Pipher, a program consultant in the Ontario Department of Education's Niagara Region, found the same enthusiasm in Simcoe, about 40 miles south of Hamilton. "They took it very seriously," he said, "and some very interesting things came out of it. They all presented their work in different ways. . . Some did graphs, some did booklets, some did scrapbooks of stone rubbings."

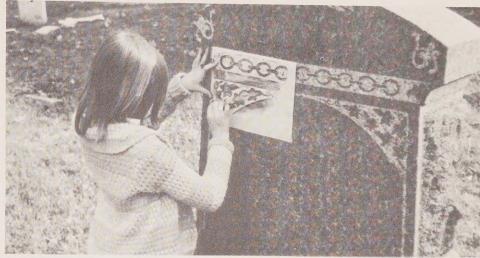
St. Joseph's, which comes under the Haldimand-Norfolk County Separate School Board, started its project by listing possible areas of study.

Students picked topics from the list, and worked in groups of two to four. "We tried to say 'what is worth studying?', rather than fitting it in with one academic subject," Mr Pipher said.

Historical discoveries

They discovered that Simcoe's oldest grave dates back to 1810. . . They speculated about causes of death, discussing the topic of diseases and epidemics. . . One group looking at population growth checked the number of burials for each year, and compiled a graph illustrating their findings.

leads to learning



Christina Alger, grade 6, tries stone rubbing as part of the cemetery project.

The Muskoka studies began when Mr Houston and teacher Baden Johns, of Huntsville Public School, took a student group on a cross-country hike one weekend. They collected data from tombstones, made a large scale map—and got bitten by the cemetery-searching bug.

V.K. Greer Public School, Port Sydney, and Sunny Glen Public School, Novar, followed suit. "In Novar," Mr Houston said, "the children came to us with the problem. One pupil was upset because the markers on graves of members of her family had been knocked over".

Math and mapping

He taught the class grid-mapping by stringing a one-yard grid around the classroom, and then developed the lesson by laying about a 10-yard grid on the ground outside. "This led into a graphing exercise, with a bit of mathematics".

Muskoka winters are cold, and the pupils have been looking forward to spring to continue their projects. Because the cemeteries are walking distance to the school, the teachers don't even have to worry about busing. And in Simcoe, they don't have to worry about walking, since the main cemetery is next door to the school.

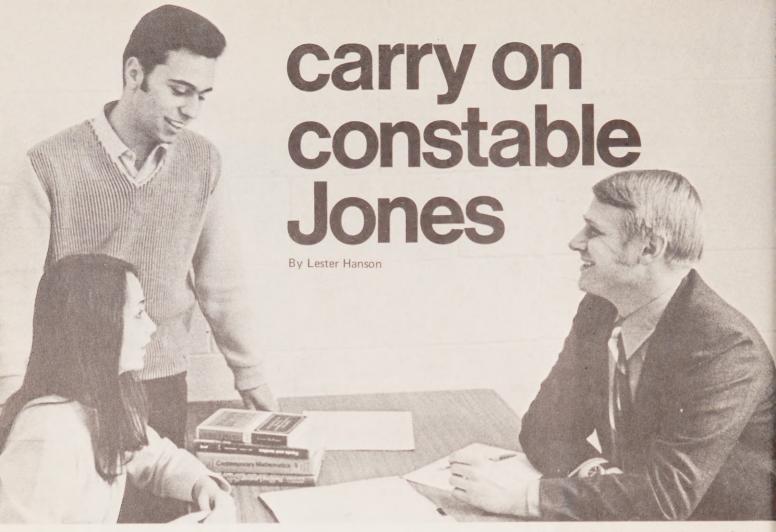
Parents have shown an interest in the children's cemetery studies, including one Simcoe Ontario Provincial Police constable who contributed much of the information for his daughter's topic of "folklore and superstition".

Eldon Pipher recommends cemetery projects highly: "If there is a good cemetery handy, if a lot of planning has gone into the study beforehand, and if the topic is being approached as a part of the world around us".

ST. JOSEPH'S SCHOOL, SIMCOE, ONTARIO CEMETERY SURVEY 1969-1970

The following are topics discussed as a result of the cemetery study:

- 1. Average Age
- 2. Population Growth
- 3. Types of stone used and its durability
- 4. Shapes of stones
- 5. Causes of death
- 6. Change in first names
- 7. Change in surnames
- 8. Influence of wars
- 9. Beliefs associated with death
- 10. Burial customs
 - a) Other lands
 - b) A long time ago
- 11. Life of United Empire Loyalists
 - a) Who are the U.E.L.?
 - b) Who were the main U.E.L. to settle in the Simcoe Area?
 - c) What was their life like after settlement?
- 12. Epitaphs
 - a) Compare the early ones to today's
 - b) Where do the epitaphs come from?
- 13. Stone Rubbing
- 14. Stone Manufacturing
- 15. Symbolism
- 16. Legal Aspects—(a) re-burial what are the laws?
- 17. Map Plotting-include size and acreage
- 18. Types of trees
- 19. 1. Tallest tombstone
 - 2. Oldest tombstone



There's a policeman stationed in Glenforest Secondary School in Mississauga because students wanted him there.

Constable Greg Jones, of the Mississauga Police Department's Youth Bureau, is not at the school to police the students. He's there to offer the students and the rest of the community help, counselling and advice. He used to work out of a church basement but when the school opened three months ago, the 600 students voted in favor of getting Constable Jones involved in the school's Social Action Group. Other members of the group include representatives from the area ministerial association, the Big Brothers and the Family Counselling Service.

Peel County Board of Education Officials believe it is the first time in Ontario that a police officer has his office in a school. Constable Jones fits in well with the students and teachers. He is young (27), wears "mod" clothes instead of a uniform and gets along well with students, teachers, parents and school officials.

His "beat" isn't restricted to Glenforest students. He is also ready to help 5,000 other

students attending two secondary and 12 public schools within a two-mile radius.

His duties form part of a working arm to expand the school's services and to make the school a focal point of the community.

Constable Jones might be described as a 1970 version of the old "cop on the beat" image. Instead of walking the beat he keeps close contact with the community by working from its hub...the school.

Working with other specially trained professionals gives Constable Jones plenty of scope in which to work. He is also aware that he is part of a growing community school program.

He explained that previously a policeman's job was limited. He apprehended a youth, charged him, took him to court, saw him punished.

"Now we can call on all available sources to look into a youth's background, determine the cause of trouble and suggest help," he said.

"For instance, after interviewing the parents we often find the child has emotional problems and we recommend psychiatric help.

"By combining our roles and working as a unit we can often pinpoint faults and put a

Constable Greg Jones, of the Mississauga Police Department's Youth Bureau now has his office in Glenforest Secondary School for closer contact with teenagers.

youth on the right path before he goes astray," Constable Jones said. The idea is to help, not punish," he said.

Already the concept is showing results, according to Glenforest principal, Norman Hodgson.

Since Constable Jones joined the school, Mr Hodgson reports there have not been any acts of vandalism, broken windows or obscenities written on walls.

"We feel that as a staff and student body Glenforest must serve all the community and help if we can in the problems of the community. We as a school accept the responsibility that even though our prime function is one of education we cannot ignore the problems of students outside of this area," Mr Hodgson said.

He added that the youth officer function is an expansion of the school role. At the same

time, he stressed that Constable Jones was not a policeman assigned only to Glenforest Secondary School.

As part of the Social Action Group, Constable Jones works with parole and probation officials, social workers, teachers, psychiatrists and psychologists.

Constable Jones enjoys working with young people and appreciates the opportunity to help solve their problems.

"The students are looking for guidelines. Here in the school we can provide the type of guidance they want and need, first-hand," he said.

Mr Hodgson pointed out that the school has already established educational and recreational facilities and is now concentrating on social and economic needs.

"Mississauga is a child-oriented community

and the school must be part of that community. A school must provide services and get involved seven days a week, 52 weeks a year", he said.

"We want the kids to care more about their activities, the school and the community," said Mr Hodgson.

Reaction to the project has been favorable. Archie Turner, Director of the Peel County Board of Education, and Mississauga Police Chief, Garnet McGill, also support the project.

Staff Sergeant John Kelly, who heads the Youth Bureau, summed up the qualities needed for the school-based policeman's job.

"It demands a man dedicated to helping children, sincere in his attitude and a man the kids can identify with their own generation. Age does not matter," he said.



Constable Jones "on the beat".







Ontario student committee formed

Formation of central student councils for all county boards is the aim of the Ontario Student Committee, a group formed at a recent Ottawa student meeting.

The action followed a weekend conference of students attending the Provincial Interscholastic Conference. The Committee will maintain liaison with student groups across the province and plan a major student conference next year. The conference, organized by the Central Students' Council of Ottawa, was attended by delegates from across the province. Robert Gagné, an Ottawa student, said the meeting proved that the problems facing students were pretty much the same right across the province. The more successful student councils, such as the one in North York, prove that responsible student activism has its place in the system of education, he said. Mr Gagné said the conference's small group discussions produced results.

"It is much easier," he said "to have a meaningful give-and-take discussion in a small seminar than it is to initiate that kind of thing with a group of several hundred. The most encouraging thing here is the number of ideas coming out of our small group discussions."

The conference and the discussion groups covered three main areas—the roles of the Department of Education, county boards and school units; school curriculum and relevance; and student involvement.

Also attending were representatives from the

Department and the Ottawa Board of Education. The two major addresses were given by Dr Hall Willis, Director of Education, Ottawa Board of Education and Minister of Education, William G. Davis.

Dr Willis outlined contributions made to the educational system by student leaders.

"You have made real strides in the past few years and it would be my hope that we will be able to work together."

Answering questions, Dr Willis said that although certain schools had revised curriculum programs while others maintained the traditional approach, the student should realize it is not possible to make immediate changes when dealing with a public system of education. He indicated he sympathized with the students' impatience but said that the changes must be allowed to evolve.

Mr Davis congratulated the students for organizing what he felt was a responsible attempt to communicate student opinion. Discussing the idea of apathy in society, he said he hoped activities such as the conference would create new interest in not only the system of education but other difficult problems facing society.

He said that while one must be constantly striving for improvements in the system of education, those efforts should be accompanied by the realization that the opportunities available to the students of Ontario are greater now than they have ever been.

Mr Davis told the committee they would have to build a strong regional structure before they could claim to be representative of student opinion.

Student delegates discuss policy meeting at Ottawa conference.

The cold, cold honeymoon that broke the ice in Auden.

Many newlywed couples may see a lot of Niagara Falls during their honeymoon, but Lynne and David McLauchlin at times didn't even have running water. The place they chose for an extended honeymoon was an abandoned school house in an isolated community in Northern Ontario where there was no electricity either, and each day they fished for their supper in a local stream.

The McLauchlins were more interested in the community and its people than in the amenities. They lived 10 months in Auden, about 100 miles east of the Lakehead, as a part of a community development project of the Ontario Department of Education's Youth and Recreation Branch.

When they arrived last June they found the community spirit among the 140 Indian residents at a low level and there was a-general reluctance to accept them fully. But as their original five-month assignment stretched to six and then to last March, they talked and hunted with the Indians and, as David put it, "We got along very well."

More important, there were signs of stronger community spirit developing, and before the McLauchlins returned, two Indian men were for the first time elected to the five-member Auden Township School Area Board. The school has only Indian children.

Adult education classes were started and are now held five nights a week, films are shown each weekend and Ojibway courses and a new meeting house are being planned as part of the new community program.

"They were curious about us as people"
David said, "but not about our jobs because
we tried to work naturally and as part of the
environment."

"The Indians were polite and offered lots of help. They taught us where to gather the best wood and the best places to fish."

David noted that the Indian's form of expression makes it difficult for him to convey his thoughts, feelings and values to non-Indians.

"As the Indian says what he means only once and in few words his values are often overlooked." he said.

There are about 20 Indian families in Auden including 40 children. One-third of the men work on the local CNR section, another third work at the nearby Abitibi pulp paper camp, the others support themselves by trapping, while some are on welfare.

In their attempt to inspire a desire for selfhelp, David said, "We avoided the manipulative approach and concentrated on understanding, supporting, encouraging and caring about the people."

"We would like to return to Auden and find the Indians less dependent."

He urges an exchange program between white and Indian communities, especially for children.

"There is much to be gained from both cultures," he said.

When they first arrived David and Lynne lived on property owned by the Hudson's Bay Company. They then moved to the

Auden schoolhouse left vacant during the summer. When school reopened, their next home was a nearby abandoned schoolhouse where David had to get up four times each night to restoke the fire, a matter of life and death in the far north. One night the temperature fell to 50 below zero.

"We had to change our life style and adjust to other people's values but it gave us a good link with the community," Lynne said.

The visitors were isolated but not forgotten. Dal Brodhead the Youth and Recreation Branch's Community Development consultant, who planned the venture, visited them several times. He also exchanged tape recordings with them. This gave the McLauchlins more advice and encouragement. Robert Steele, Regional Director of Education at

By Lester Hanson



Course for future band leaders

Thunder Bay, supported the project and offered more valuable advice.

Both graduates of McMaster University, David and Lynne hope to work full-time in community development,

At present, Lynne is supply teaching at Hamilton and David works for the YMCA in consultation with the Department of Education on community projects.

Don Garvie, Superintendent of Community Programs, said the branch wanted to experiment in an innovative way.

"At this stage the results are meagre but heartening in trying to learn the best way of working with Indian communities."

"We aim to help give the Indians a spirit of community as well as to help them make their own decisions," he said.

The McLauchlins are working on a formal report which they plan to present to the Department.

During the 10 months David and Lynne managed two trips to southern Ontario. They spent Christmas with their families at Hamilton and later they brought with them a group of Indian children for a tour of Toronto.

Original enrolment: 24. Final enrolment: an informed and enthusiastic 22...

Twenty-two men from Shoal Lake, Whitefish Bay, Grassy Narrows, Whitedog, Rat Portage and Northwest Angle reserves have made the first phase of Kenora's 12-week pilot Band Administration course a novel and worthwhile experience. The entire training program is projected to become a more intensive nine-month session.

Throughout the winter course, the men lived at Holst Point Lodge, Minaki, where they had plenty of classroom space during working hours—and an assortment of recreational facilities, from television sets to table tennis, during their free time.

Aim of the program was to improve their communication skills; study the main functions of the band council, learn office skills necessary to manage the band office, and become familiar with the office's basic record keeping and accounting procedures.

"At this time, none of the men would be ready to administer their entire band funds," said teacher-in-charge J.A. Johansen, "but I do feel that at the end of Phase II, we could have at least one person from each reserve who would be capable of managing several portions of his band funds."

The Kenora program was jointly sponsored by Confederation College, Canada Manpower and the Department of Indian Affairs. Since the students' average level of education was grade 8 or 9, basic subjects such as mathematics, English, letter writing, public speaking, record keeping, accounting, typing, driver training and bookkeeping were included along with the study of the band council.

But the program was far from just a series of lectures. Debates, small group discussions and a "field trip" to Kenora were important parts of the course.

On the field trip, the group visited a bank, a court session, and the Kenora District Jail; and they were invited by the Kenora Board of Education to discuss the problems of education on and off the reserve.

The men also got a chance to "teach" their classmates. Sessions lasted three to five hours, and were accepted by the new "teachers" with dignity and a sense of responsibility. The instructor worked with each student in advance, helping him duplicate material and prepare his lessons.

To give the group actual experience in band administration, they elected their own band

council which was responsible for the daily control of class schedules, recreation and housekeeping.

Members of that council's "band store committee" bought stock from a wholesale grocer in Kenora; set up the store; handled mark-ups; set up the credit system; kept inventory control, and reported to the weekly council meeting on profit and loss. Since the completion of the program, the Department of Indian Affairs in Kenora has placed about 14 Band Administration students in on-the-job training in government agencies; the Youth and Recreation Branch of the Ontario Department of Education is tackling a suggestion made by the band administrators—to provide a summer camp for both Indian and non-Indian children: tourist organizations in the area have been sent copies of the group's survey of guiding in northwestern Ontario, and most important, many reserves are taking advantage of the knowledge and experience of their "Minaki Men".



new qualifications for elementary teachers

Higher qualifications for elementary school teachers were announced by Minister of Education William G. Davis.

As of September 1, 1971 those entering elementary teaching will require one year of university in addition to the existing requirements. The decision, based on the recommendation of the Minister's committee on the training of elementary teachers, is a major step toward the planned goal of a university degree as a requirement for elementary teaching.

Mr Davis said the new qualification represents the highest academic requirement that has ever been established for elementary teaching in Ontario. Further steps towards the university degree requirement will be taken when circumstances permit, he said.

The new regulation is not retroactive and teachers already certificated will not have to meet the new requirement. They will be able to complete the requirements for a permanent basic certificate under the regulations that were in effect when they began their

teacher training. However he expressed hope that any teacher able to do so would continue to improve his academic and professional qualifications.

The move to a year of university training is now possible because of the greatly increased numbers of students moving through the secondary schools providing a larger pool from which teacher candidates may be recruited, Mr Davis said.

Mr Davis noted that the rate of increase in elementary school enrolment is easing off and will soon hit a maximum and then decrease. This, he said, means that the number of applicants for teaching positions is increasing while the need is decreasing. Another factor has been the increased number of students in Teachers' Colleges and in the elementary school option at the Colleges of Education who already have the new minimum requirement.

Present enrolment in the Teachers' Colleges include 631 students who have one year of university, 353 who have completed two years and 1,049 who hold a degree. Noting

that a degree is a requirement for entrance to the Colleges of Education, Mr Davis said there was an additional 559 college of education students enrolled in the elementary school option.

Mr Davis said the figures indicate that there should still be a substantial number of students taking their professional year in 1971-72 and that on graduation they, along with those teachers already certificated but who may not have found positions, will be adequate to fill the vacancies in the teaching profession caused by retirement in 1972 and beyond.

He said there may still be a problem in the availability of teachers for bilingual elementary schools. "This situation will be watched closely and, if necessary, special temporary provisions will be made."

Learning while living at Palmer House

Learning to live is the curriculum taught in a neat white stucco house at Belleville's School for the Deaf.

Located across the road from the school's main buildings, the home houses senior girls for a month each school year as they learn how to balance the grocery budget and other household tasks essential to living in today's world. The girls who are resident students at the school spend most of their school year in dormitory life. Other than making their beds and keeping their room tidy they have little chance to learn how to live in the outside world.

That is where Palmer House takes over. Established four years ago, it helps senior students to bridge the gap between school residence life and outside living.

Each month four girls move in and set up housekeeping for themselves and two resident counsellors. Duties are allocated on a weekly basis with each girl taking a turn as cook, hostess, housekeeper and assistant housekeeper. They are given \$36 a week to

supply the groceries and other household items for themselves and the two counsellors.

The shining hardwood floors and teak furniture attest to the girls' ability to run a neat, clean house.

Weekdays the school's 10 p.m. curfew is also in effect at Palmer House but on weekends the girls can entertain friends and stay up a bit later

School officials consider Palmer House a success. Not only does it provide an experience in outside living it also gives the girls a chance to put to practical use, the skills they have learned in their home economic classes.



The sounds of pollution

In the clean fresh air of Matheson, 450 miles north of Toronto, 90 students decided they wanted to study pollution.

A quick check revealed their nearby waterways were relatively free of pollution so the students of Joseph H. Kennedy School used tape recorders, movie projectors and other audio-visual equipment to create their own pollution...noise.

It was the beginning of a month's integrated study of pollution at the school. The study was preceded by a month of discussion and preparation by the grade 7 and 8 teachers.

Principal Frank Kinsella said that physically introducing students to pollution, would be a powerful beginning. The project began as students filed into the gymnasium.

Three television sets were at one wall, a single light on top of each. A radio and a record player on one wall faced a tape recorder and a second record player on the other

Mr Kinsella turned on the radio and one record player. All the lights in the gym went out. The three television sets came on—two showed horizontal and vertical bars, the third had a rolling "picture".

The lights on the TV sets started blinking, red then yellow. The other record player and the tape recorder were turned on, full volume. Two films were aimed on opposite walls, one slightly out of focus. Except for the flashing lights and the light from the TV sets, the gym was in darkness.

The students got restless and began to move about, trying to figure out what was going

Film was burned, adding a strong smell to the confusion.

After 15 minutes, the lights were turned on and students were asked to record their reactions to this environment. Most said that they felt a combination of sleepiness, sickness and "confusion right inside you." The noise that caused the most reaction was a sharp piercing shriek emitted by the public address system. The directors waited until the pupils were settled quietly. Then a second dose was laid on. High-pitched "feedback" from the sound systems was added to all the previous stimulants. Pupils could not sit or stand in one place. They started milling about and nervously moving from one end of the gym to the other.

Pete Ruttan, a grade 8 student said, "It'd get to you after a while—the noise. If you had to live with that it would make you deaf."

Another student, Eddy Kutrowski said, "It was all right when the sound was going on, but it was the silence after that got to me."

During the month-long program letters were written to groups in all parts of the province interested in pollution. Building a bibliography was possibly the hardest single step in planning the program. Those interested in a bibliography could write to the school at Box 640 in Matheson.

The month's activities ended with a twoand-a-half hour production of variety skits, song, and talks given by the students on their new found knowledge of pollution.

In a style that ranged from "Laugh-In" type burlesque to parody and drama, a macabre

Skits, featuring, from left, Mary Ann Bruce, Karin Hotvedt and Diane Moffat, were used in pollution study.

world of pollution was presented.

Nursery rhymes were very popular.

"Mary Mary quite contrary
How does your garden die?"

A popular TV commercial was paraphrased ''. . . . We don't need water, we're from Canada.''

Jim Hunter, a teacher at the school, was called to the stage and 'tried' for smoking. He was ''acquitted''. But other adult habits creating pollution were attacked. Student-built models of various examples of pollution were displayed in the gym. Vice-principal Dennis McIlveen described the term 'people polluters' which the students had coined, as ''an excess of population, the wars and general inhumanity of man to man.'' Carol Whalen said that she was going to picket any glaring example of pollution she came across.

Mr Kinsella confessed that he had felt the children were not ready for such a sweeping change in their study methods. But the staff had learned to "prepare on the go" and there was "....nothing wrong with the social consciousness of either the students or their teachers."

And on the way home from school, some students paused to compare the whiteness of snowflakes for signs of air pollution.

From information submitted by Michael Barnes, Coordinating Principal, Press Release Officer Cochrane-Iroquois Falls Board of Education.

on.

The community is their campus

Among their students are new immigrants, housewives, the unemployed, and high school graduates seeking further education . . . Their campuses range from the inner-city world of Toronto's George Brown College, to the extensive manpower retraining programs offered by Cambrian, Northern and Confederation in isolated northern locations.

In purpose and appearance, Ontario's 20 colleges of applied arts and technology just don't look or act like stereotyped "institutions"

That's just fine as far as Norman Sisco, director of the Ontario Department of Education's Applied Arts and Technology Branch, is concerned. He favors "knocking down fences" and "reaching out to people": "We're trying to develop colleges which are really a social and educational force; colleges that can help in the development of our human talent".

Satellites Launched

Supporting that idea, satellite campuses are cropping up wherever they are needed. London's Fanshawe College, for example, runs an agricultural division in Woodstock and Simcoe, offering full-time programs in farm business management. For farmers unable to spare a full day away from their farms, the college also runs part-time day courses towards the same diploma.

Mohawk College, Hamilton, gives extension and retraining courses in nearby Brantford. "We've set up a 'store front' counselling office in downtown Brantford," Mohawk president John Hazelton said, "so that people can come in off the street and talk about manpower retraining, or any programs the college might offer."

Another college highlighting counselling, George Brown has 53 counsellors and advisors on staff, including nine at its Bloor Street East counselling centre. The centre counsellors see close to 60 people a day who want help solving their educational, marital or social problems. The number of weekly interviews by George Brown's manpower retraining advisors has ranged from 50 to 300 students.

Retraining Reaches Out

Since the responsibility for manpower retraining has been transferred from the local school boards to the community colleges, it has become one of the most successful ways for the colleges to "reach out" to their communities. Manpower programs operate at the community level in 40 Ontario cities, and more than 100 courses are available. About one third of the participants take academic upgrading, one quarter take English as a second language, and the remainder enrol in various skill courses ranging from clerical to electronic.

For several reasons "English as a second language", with an enrolment of about 4,000 a year, is one of the most popular courses at George Brown College. "We're the only community college in Canada whose area of responsibility is the exact centre of a metropolitan city," said Douglas Frickleton, George Brown's public relations officer. "Our community comes in to work at 9 and leaves at 5 o'clock, leaving a variety of ethnic groups to be served."

Major Responsibilities

When the Ontario Minister of Education, William G. Davis, proposed the college system in May, 1965, he foresaw their major responsibilities as covering courses beyond, or not suited to, the secondary schools; as meeting the needs of high school graduates not wishing to attend university, and providing educational facilities for adults and out-of-school youth, whether they were secondary school graduates or not.

This spring, about 3,200 students who enrolled in two-year technical, business and applied arts programs in the fall of 1967 received their diplomas. Another 1,100 students completed full-time three-year programs, and altogether last fall's enrolment in the colleges included 24,742 post-secondary students, 2,377 apprentices, and 10,594 enrolled in retraining courses. More than 34,000 adults took evening extension classes.

The first step towards decentralized administration for technical institutions was taken in 1963 when the Ryerson Institute of Technology, Toronto, became the Ryerson Polytechnical Institute administered by a board of governors. In September 1967, the remaining provincial institutes of technology, plus three vocational centres became the foundation for seven of the new colleges

of applied arts and technology. By the end of that year, 18 colleges were in operation.

Up-to-date Staff

Faculty requirements for the colleges depend upon individual needs, but in general they specify that a staff member be a qualified "craftsman" with six years of acceptable experience; a graduate of a three-year CAAT program, with four years experience; a university graduate with three years experience, or a graduate of a four-year honour or professional degree course with two years experience. The emphasis on working experience is intended. "There is no place in our structure for people who have not taken off their academic robes for at least two years", said Donald Craighead, a senior administrator with the Applied Arts and Technology Branch.

Regarding the transfer of community college graduates to universities, the *Committee of Presidents of Universities of Ontario* issued a statement in May, 1968, that universities were "prepared to consider outstanding graduates of such institutions for admission". While each university has its own admission policy, in general they consider letting high ranking college graduates into second year university programs.

Last year, about eight per cent of the college graduates went on to teachers' colleges, and about 10 per cent continued their education at university.

Architecture With A Flare

With new buildings opening all the time, the architecture of the colleges is sometimes as exciting as their programs. (See p. 3 of this issue of *Dimensions* for a discussion of some of the trends). Peterborough's Sir Sandford Fleming College is one of many which uses a "systems" approach. Pre-manufactured component parts speed up construction, lower costs and make it easier to add sections to the original structure.

In Mohawk's case, a new building for the college means a new building for the community. A nearly completed auditorium will be "the most beautiful in southern Ontario," according to president John Hazelton. "The local theatre groups are after us to use it already. It will become a real community centre."

At least two colleges have become colleges on wheels to "break away" from their formal site. Seneca College, North York, has created a two-credit course called MILE—"Mobile Intensive Learning Experience". Two buses will transport 22 students for a 29-day lecture trip through six provinces, to learn about ecology, humanity, science, and many other disciplines.

George Brown's trailer serves a different purpose. The 40-foot mobile classroom is a self-contained unit, with study carrels and audio-visual equipment. In charge of the trailer is instructor Ken Koyama, who works with Toronto social agencies to see that the trailer receives maximum use. It travels deep into the poor or immigrant areas where people are often hesitant about leaving their neighborhood to take courses. The trailer handles 15 students at a time, and offers any courses for which there is a need.

34 Locations

In contrast, Barrie's Georgian College serves a sparse, spread-out community. "Our main campus offers 20 programs of instruction to about 500 students," said Georgian's president, Robert Crawford, "but we have 5,000 students enrolled in the continuing education and retraining divisions, and they are taking 140 courses in 34 different locations throughout the Georgian Bay region." Georgian strives to fulfil its slogan "education in the marketplace", an apt one since the college began operations in a Barrie shopping plaza in 1967.

From Drugs To The Deaf

The colleges serve all sorts of "publics". For the suburban housewife, Seneca runs a series of seminars called "Worlds of Women". The program was planned to help mature women learn about opportunities open to them in education, employment and community service. . . Centennial College, Scarborough, has approved a three-year pilot program of selected courses for the deaf. . . Sheridan runs a drug education course. . . Durham College, Oshawa, has initiated courses with other groups in the community such as the Oshawa School of Nursing, the McLaughlin Art Gallery, and the Whitby Psychiatric Hospital; and this fall Durham has planned an extension course in comparative religions in cooperation with the Oshawa Ministerial Association.

Other courses are considered vital because of their locations. . . such as bilingual programs at Ottawa's Algonquin College, food processing technology at St. Clair College, Windsor, or theatre arts at Niagara College, Welland, involving the Shaw Festival at Niagara-on-the-Lake. Serving the community is the watchword, whether the college is Lambton in Sarnia, Conestoga in Kitchener, Loyalist College, Belleville, or St. Lawrence College, Kingston.

"Instead of thinking of education as existing within the four walls of a building, we must go to the people with proposals and questions," Mr Craighead said. "The college should not consist of ivy-covered concrete and mansonry walls. Living must be brought nto the learning environment."

more about Community Colleges

Leisure means work at Sir Sandford Fleming Community College in Peterborough.

A new college program will mould the basic elements of the leisure industry—tourism, transportation and travel—into one course.

College officials predict the three-year tourism and transportation program will have a significant economic impact on the region.

College President David B. Sutherland said the Lake Ontario Region Economic Survey of 1968 pointed out a much slower growth in manufacturing was occurring within the region than in the rest of the province.

"This report also notes that tourism is one industry that has considerable economic potential here, and we would like to play a part in its development," he said.

He added that at first, most graduates from the program will probably find jobs outside the region. However, as more area tourism develops there should be more local employment opportunities.

Aim of the program is to help the region and its tourist operators fully develop the tourist potential. The program has also received endorsement from several nation-wide transportation industries. A college survey indicates that openings exist in the hotel industry and other businesses that either cater to tourism and recreational facilities or have their own travel and recreation departments, and in federal, provincial and municipal government agencies.

In the first and second years, students will be given a number of business administration subjects, including law, accounting, economics, data processing and marketing. Instruction in specialized areas of recreational geography, human relations, community development and urban planning, general food, development and marketing or tourist attractions, and advertising and promotion are also planned.

In the third year, options in tourism or transportation are proposed. Tourism subjects would include resort management and merchandising, development, management and financing, along with a look at conventions and trade shows, recreation, catering, and the economics of tourism and resort operation.

Students in the transportation option would study transportation merchandising, computer applications in transportation, economics of transportation, transportation terminals, advanced statistics and mathematics, and documentation of transportation companies and freight rates.

Being a RAT carries a certain amount of prestige at Ryerson Polytechnical Institute, Toronto.

RATS are members of the Ryerson Action Team established earlier this year to get students involved in community programs. Although the school term has ended, RAT organizers hope to have students working in various programs during the summer.

RAT has already started one program—an introductory course in typing for mothers in a redevelopment area with Ryerson providing a room for the classes.

The group has also received requests for student volunteers for day camps, drop in centres, typists and summer camps.

Seneca Community College students have started a fund-raising drive to build a sports and community centre for use by the community and the students.

The students hope to raise \$750,000 for the first phase of the centre—a multi-use field house. On completion, the proposed centre will have a gymnasium, swimming pool and other recreational facilities. Total cost is estimated at \$4,500,000.

The college's board of governors has endorsed the campaign and allocated a five-acre site on the Finch campus, near the Highway 401—Don Valley Parkway intersection.

Seneca student organizations have already pledged more than \$15,000 during the next two years. The present fund drive is aimed at the business community.

Articles pertinent to education will be accepted for publication in the Write-in column of New Dimensions provided they are no more than 500 words long. New Dimensions reserves the right to make changes where necessary. Pen names may be used but the author must give his correct name and address on the original manuscript. Material may be sent to New Dimensions, 40 Eglinton Avenue East, Toronto 315. The views expressed are those of the writer and do not necessarily coincide with those of the Ontario Department of Education.

m au seprenderit qui blaisse insimi de preferenderit qui officia deserunt comgue noffice preferentissim ducim qui officia deserunt comgue noffice preferentissim ducim qui officia deserunt comgue noffice preferentissim ducim qui officia deserunt comgue nost ros quos tomporibud autem quinus delectus ut aut quos morribud autem qui official nost ros quos information deserunt conscient to factor quas ad iustificate accommodare religiuard cupiditat, quas ad iustificate religiuard ratio bene sanos fortunt en cipiditati praeserit, et cum omning no en cum institut praeserit, et cum incinim deservad notine sait praeserit nihil crima esce pet inane sum is parend non estimation dem rect qui sing. Tia esce pet inane sum luptam seque sing arent mihi detition et luptam seque sing arent mihi detition et cum luptam amic quam businon. Pre cum luptam amic quam husia amic incitati cum oluptation. Propter sedem inquite micitaticum duos labor perpetua de picuno in perseus. Inso destrib et indicat con in perseus inso destrib et indicat cum un praeser and placer ab picuno in parentini praeser autem and placer ab picuno in parentini praeser autem and placer ab picuno in parentini praeser autem autem autem autem praeser autem autem autem autem praeser autem autem autem praeser autem autem autem autem praeser autem autem autem praeser autem autem autem praeser autem autem autem autem autem autem praeser autem au



To the Editor,

Training of to-day's students should evolve around three main factors: learning how to learn, inculcating the desire to have skills, and using self-direction to obtain these ends. In order to do this, I suggest a start could be made through what I term an individual math program.

This program should begin after the pupils have obtained the basic skills of mathematics and the maturity to work independently. At grade seven pupils should have acquired these requirements.

The teacher prepares work sheets containing questions that encompass all the facts in that unit. These worksheets also contain the answers. The final question directs the student to request a test. Pupils proceed through these units doing the questions in

the order and speed they feel most comfortable. Assistance could be obtained through instructions, teacher's guide books, audiovisual equipment, concrete material, peer groups or anything else pupils could think of; and, finally, the teacher. This would force pupils to use everything at their command before having teachers re-iterate facts that average pupils can understand from their own reading. This attempt to have pupils develop initiative and use the resources around them is basic to succeed in this math program.

Program control hinges upon unannounced tests on basic facts, and multi-tests at the end of each unit. There is no final exam. A multi-test is five or six tests on the same unit. This allows pupils to write tests as they reach them. Poor work on a test necessitates re-studying this unit, and re-writing the test. This opportunity is available six times for each unit. A student can also re-do any section if he wishes to improve his mark. Tests are collected on completion and the teacher checks to see whether a higher degree of success was obtained and teaches the specific skill that was lacking on each individual's work.

This program means freedom of movement within the classroom and the school. Some pupils prefer to do their assignments in the seclusion of the library.

There is danger that individuals might pressure themselves too much and stifle their learning and initiative. This could be overcome by compulsory group lessons given by the teacher on individual or group difficulties. These lessons should include T.V. programs, filmstrips etc. It is necessary for all pupils to have this break from the program as certain pupils will not have obtained the maturity to work under constant pressure. Also, pupils must learn to accept interruptions and to have set patterns broken. The timing of these reinforcement breaks and directed teaching periods would be left to the discretion of the teacher.

As the pupils matured in this system, the need for breaks of any kind would gradually disappear.

The ultimate goal is training to exist in our world which I believe is based on individual initiative, self-control and learning how to obtain knowledge.

There are pupils who have no interest in mathematics. If these students cannot be motivated, this system provides them with a little comfort.

R.L. Barron Little Current, Ont. It would make an interesting survey, if each school administrator would "evaluate" his staff on:

- a) an individual's placement in the system.
- b) his sense of pride and accomplishment.
- c) the priority he gives to productivity and happiness.
- d) his response to responsibility.

Then have each staff member do a similar but personal evaluation on the same things and compare the reports.

One of the goals of the education is to place teachers and administrators in a position that encourages them to function at maximum efficiency.

Many positions place minimal demand on the abilities of the individual, giving him a child-like role which frustrates the normal motivations for an adult role. What happens? The employee withdraws his interest from the job, a defensive manoeuvre that helps preserve self respect.

Witness the school which has qualified staff specializing in music, art, and physical education but teaching only their own class because the administration feels all staff should gain experience in these areas.

Let us not forget the old maxim, that a sense of pride and accomplishment are necessary for true motivation. Job security, pay and fringe benefits are not enough to motivate the professional.

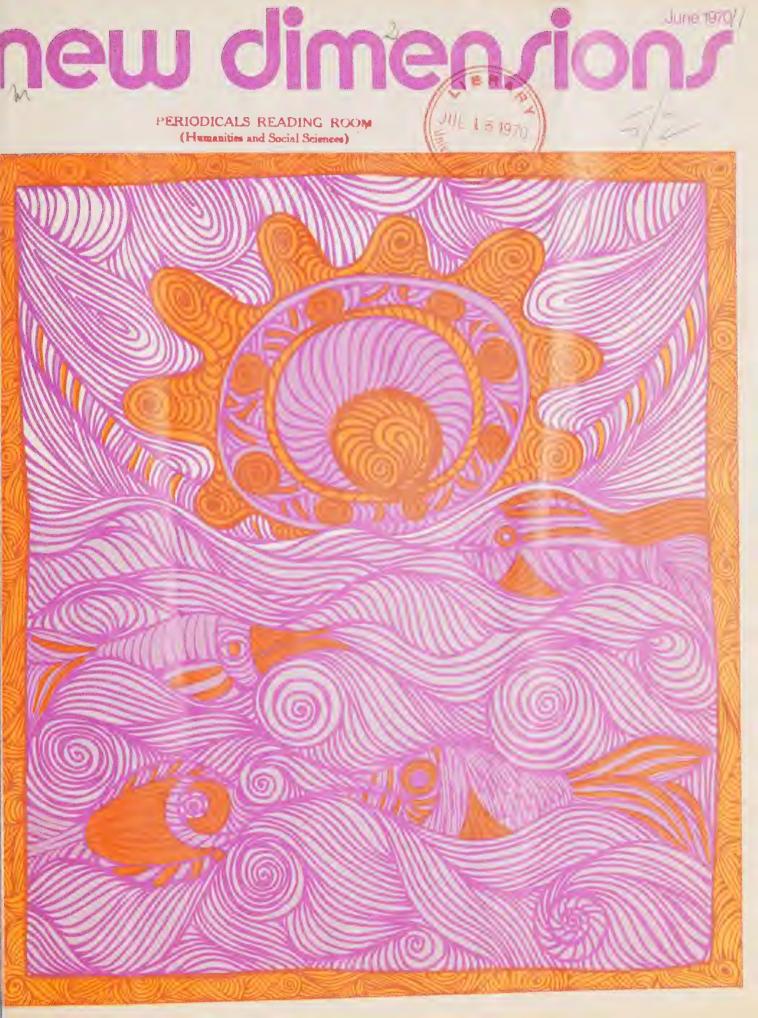
It is understood that not every employee wants to accept more responsibility and programs where work is complex must be undertaken selectively to off-set these phenomena.

Past records indicate that happy employees are not necessarily motivated to work more effectively, and an employee who is motivated to be more productive is not necessarily happy. Effective administrators realize that making their subordinates happy, is only a means, never an end.

There are built-in inefficiencies in the decision-making process. Administrators inevitably "filter" the information they are given by others; have difficulty "levelling" with each other; and thereby, waste time, delay reaction, and make ineffective decisions. In other words, interpersonal incompetence.

B.P.A. Ertis

Toronto, Ont.



new dimensions

June, 1970

Volume 5, Number 2

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407

Editor, Pat Sherbin
Assistant editor, Louise Rachlis
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,
Assistant Director, John Gillies.

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

You can obtain reprints in minimum quantities of 100, of any article that appears in *New Dimensions*. Prices are available on request by writing to the Editor at the above address.

Since classes are almost over for the summer, this special out-of-school issue serves as a reminder that these days "school's out" all year. Out-of-school activities throughout the province are so numerous and varied that we could only cover a small portion of them. We hope they will give you some ideas for your own programs next fall, and that you will let the editors of *Dimensions* know about them.

The philosophy of out-of-school education	3
Midland pitches in to help a school	5
Teachers get out of school too	5
A 300-year-old trip to Huronia	7
It's nice getting back from a Lakeview Outers jaunt	9,
Northern students take a "discovery tour" of the south	10
A varied program at Bracebridge	10
Getting back to nature in Toronto	11
A summer school for everyone	12
Flying high in Lincoln county	13
Natural Resources Technology in Atikokan	13
Orienteering, or who has the compass?	14
Recent and relevant	15
	16

COMING EVENTS

June

- 3–5 Ontario Association for Continuing Education—annual conference "Organizing resources to meet needs" Carleton University.
- 7–10 Ontario Public School Trustees' Association—annual convention Kingston.
- 11–13 Ontario Institute for Studies in Education, Department of Applied
 Psychology—Symposium on Intrinsic
 Motivation in Education—252 Bloor
 Street West, Toronto.
- 15–17 Ontario School Trustees' Council and OISE, Department of Educational Administration—Conference on Board/Community Relationships, Inn on the Park, Toronto.

July

- 6–31 College of Education, University of Toronto–Man and His Total Environment, Toronto.
- 15–17 Canadian Teachers' Federation annual convention Halifax.

August

- 4–7 Association for Children with Learning Disabilities and Ontario Department of Education annual summer conference, King Edward Hotel, Toronto.
- 10–21 Ryerson Polytechnical Institute Creative Writers Workshop, Toronto.
- 19—22 Canadian Council of Teachers of English annual convention—Winnipeg.

September

- 7–11 Overseas Vice-Chancellors and Principals, Ottawa.
- 25–28 Canadian Education Association—annual convention—Edmonton.



All the world's a classroom

By Louise Rachlis

Ontario students no longer see the world outside the classroom by staring dreamily out the window. Now the world is their classroom, and student exchanges, nature studies and cultural programs have become commonplace.

It all comes under the broad umbrella of out-of-school education, beginning with the youngest children in the school system through to the senior level. It touches upon all the traditional school subjects and has even introduced some new ones.

Booklet to come

Last October, an Ontario Department of Education curriculum committee was established to determine a philosophy for out-of-school education, and to write a practical handbook to help teachers and administrators use their out-of-school environment.

Near sites first

"There's always a tendency among teachers to want to cover great distances when they haven't explored their local museum, city hall or park," said Bob Thomas, a Department assistant superintendent of curriculum who specializes in out-of-school education. "The people who operate sophisticated sites like the Royal Ontario Museum feel children would learn more if they were prepared for their trip by seeing their local facilities first." Last year more than 171,000 Ontario students broadened their education through a ROM visit.

Every community has its own resources—indoor or outdoor, human or physical, artists, travellers, inventors, even the school yard itself. Sometimes parents are a resource, but they have to be informed; perhaps by coming into the classroom to see preparations for field studies.

all the world...
Continued from page 3

"It is hard for parents who had little or no out-of-school experience when they were young, to understand what is going on," Mr Thomas explained.

Parents can help

Under the Lakehead District Separate School Board, parent volunteers are assisting classroom teachers with out-of-school projects and the parents are also attending out-of-school professional development workshops. "This is an important trend," Mr Thomas said, "because teachers will need extra hands, as well as the support of the community. Parental involvement is a significant thing, and these parents are being prepared."

Out-of-school programs are integrated with classroom work, prepared in advance and followed up. The clipboard method of reporting is being replaced by new methods such as photos, films, sketches and tape-recorded interviews.

Nature programs are one of the most popular forms of out-of-school education, and many boards have their own outdoor education programs. Hamilton began one last September at two centres, near the Red Hill Creek and adjacent to the Westdale Ravine. By the end of June, about 5,500 grades 6 and 10 students will have each spent two days there.

Nature schools

London has the W. E. Saunders Outdoor School of Natural Science, one of the few where outdoor winter pond studies are carried out. Equipped with a hatchet, a fishing reel with a thermometer on the end, a measuring stick and a clipboard, London students cut through the ice to measure thickness and water temperature at different depths.

Some of the other science centres are the Etobicoke Field Study Centre, the North Muskoka Outdoor School, the Buckhorn Wilderness Centre north of Peterborough and Ottawa's MacSkimming Natural Science School

The Metropolitan Toronto and Region Conservation Authority, working in cooperation with Metro area school boards, offers out-of-school education in three areas. Residence natural science programs are offered at the Albion Hills and Claremont Conservation Field Centre, and day programs operate at the Authority's Pioneer Village and a Field Study Centre at the Cold Creek Conservation area. Two programs are available at the Village. One is a straight tour of the Village and the other is a half-day craft program where children learn pioneer crafts such as rug hooking, spinning, butter making, candle making and printing.

Out-of-school takes on a special excitement when it's out-of-province. Some students from North York's Zion Heights are planning an "art and history tour" of Europe this summer. Two students from the London Board of Education's Boyle Memorial Public School will be exchanging places with two from Winnipeg as part of Manitoba's centennial celebrations.

And when you're a grade 8 pupil at McGillivray Central School, outside Ailsa Craig, a trip to Toronto can be quite a thrill. The class travelled by train from Strathroy to Toronto and visited the Royal Ontario Museum, the planetarium, Queen's Park, Maple Leaf Gardens for a hockey game, and the Ontario Science Centre.

Credit Course

A credit course in outdoor education is being offered by Bruce Peninsula Secondary School, Lion's Head. Last year the school was only able to offer the course to 22 boys, but it will become coeducational this fall. The emphasis of the program is on "the challenge of the environment", and the boys at Lion's Head took it seriously. They kept a rattlesnake as school mascot, and tackled a 10-day canoe trip down the Garden River

The school's principal, Paul Cole, is trying to emphasize outdoor education in all school subjects. He would eventually like to make Bruce Peninsula Secondary School an outdoor education centre which other schools in the province could visit.

Around the province

The Bruce-Grey County Roman Catholic Separate School Board has an outdoor education committee which has taken over an abandoned four-room school to make it into an outdoor centre. Teachers will be shown how to use the centre before they bring their pupils.

Guelph Collegiate Vocational Institute, under the Wellington County Board, is planning an integrated five-day field studies program in Beaver Valley, 60 miles north of Guelph. The trip is being organized by head of geography William Thomas and Anne Smith, a biology teacher, who will camp out with 40 grade 13 students.

At the Waterloo County Board's Hespeler Senior Public School, vice-principal Ken Robinson is taking a grade 7 and 8 class to Elora Gorge, 14 miles north of Guelph.

Throughout Ontario, students and teachers are finding imaginative ways to further their outdoor education. This issue of Dimensions will give you a glimpse of some of them.



Claremont camping



The community that got involved

By Robert Armstrong Bayview elementary school

Bayview elementary school is an attractive new building nestled in a quiet, wooded area of Midland. With its open plan concept and eager staff, plans for making it an integral part of the community were enthusiastically discussed in advance of the 1969-70 school year. One aim was to develop a versatile activity program which would accommodate all children from kindergarten to grade 8, including a special education class. By such a program, the staff hoped to interest not only the children but perhaps the parents as well.

But then, catastrophe. In late August the old Bayview School containing all equipment and supplies for the new school, was gutted by fire. This also meant that 573 children from five different areas of Midland and surrounding townships would have to go to an open plan school designed for 490 students.

At this point the school's lofty plans of community involvement appeared to crumble. The staff, plagued by basic difficulties, became concerned about student involvement at the school. It was the feeling of many that the children were not being given enough opportunity to develop unique interests, school spirit, or rewarding friendships. To heighten the difficulty 55 per cent travelled by bus and ate in shifts during the one-hour lunch period. Little time was available for extra-curricular activities.

A committee of six teachers was appointed to develop an activity program. By dividing the children into three age groups—five and six years; seven-to-nine-year-olds; and 10 to 15 years—and using the skills of the staff the committee felt an adequate program could be provided. Activities such as paper sculpture and puppetry were set up for the youngest group, copper work, nature study and handiwork for the seven-to-nine-year-olds and the older children had chess,

stamps, card games in French, model building, knitting and folk dancing.

But the program lacked zest.

And then the community pitched in. Thirty-two parents, businessmen and community organizations lent a helping hand and the program sprang to life.

Perhaps the most unique activity was mapmaking in Braille, led by a retired electrical engineer who worked with a small group of children to develop a map of Simcoe County for use by blind persons in the area.

A local scout master and a teacher provided an interesting program for the school's Voyageur group. The youngsters planned hiking routes, then exchanged routes with other groups, and used these routes as a guide for a competition. The final session found all the Voyageur groups cooking marshmallows in the snow.

Another outdoor activity was hunting and tracking skills, taught by members of the Lands and Forests department.

Perhaps the subject of house and garden plants doesn't grab the imagination of most people, but with assistance of local florists, a teacher used flowers donated by a nearby funeral home to fascinate students with flower arrangement and care. She was so successful that another group is continuing the activity for the second session, not with the teacher but at the florist shops.

There was also a "flour" power session. Using flour donated by a local mill, and the assistance of several parents, a grade 1 teacher helped five-and-six-year-olds bake tea biscuits, puddings and cookies using only toy ovens and hot plates.

A local seaman put into port for the winter was granted time off from his seamanship classes to show a group of young boys the methods of Great Lakes charting and communication. The boys were also able to identify various Great Lakes vessels through the use of slides.

One teacher combined preparation with enthusiasm to provide her group with basic skiing techniques and necessary safety precautions. That group spent its last lesson at the local ski area.

Local radio personalities pitched in to help the seven-to-nine-year-olds with tips in drama, while one of the teachers provided her own movie camera for the home movie group. These children filmed the entire fiveweek activity session.

An attempt to get the students involved in activity had quite unexpectedly involved our community as well. And the community continued to cooperate by providing curling, hockey, and even maple syrup-making lessons during the winter session. The future? Horseback riding, retail marketing, name it and Midland might provide it.

It's in to be way out

Teachers are getting in the swing of outdoor education by taking special out-of-school courses themselves.

The Department is sponsoring a "Junior Environmental Studies" program in Kitchener this summer, to study the area's physical and cultural environment from geographical, geological, scientific and historical points of view

The Kitchener course was designed to help teachers plan "man and his environment" programs for children in the Junior Division.

The Department is also offering a five-week residential "Environmental Field Studies" course at Claremont and Albion Hills conservation areas.

The environmental course will emphasize the relationship between out-of-school and traditional school subjects.

Teachers' colleges and colleges of education are giving student teachers a head start on their out-of-school training. . .for example a summer course called "Man and His Total Environment" is being sponsored by the College of Education, University of Toronto. It will be held from July 6 to 31.

London Teachers' College held a two-day seminar in April on school site utilization . . .McArthur College, Kingston, also gave a two-day out-of-school study for student teachers as part of their winter course on integrated studies. . .Ottawa Teachers' College runs a special training program at Upper Canada Village.

The school boards are getting into the act as well. The Waterloo County Board will hold a teacher training weekend June 12 and 13 at the Rockwood Conservation Area. Teachers will study the many uses of the Rockwood site, and then apply their knowledge to their own school grounds.

In April, North York's junior high and secondary school physical and health education teachers held an Outdoor Education Workshop at the Forest Valley Outdoor Education Centre. Using personnel from the Metropolitan Toronto and Region Conservation Authority, the Boy Scouts and Girl Guides, North York teachers discussed camperaft, outdoor cooking, clothing for outdoors, pollution control, and the organization of an outdoor program.

New Dimensions, June 1970



A weekend in the 17th century: Sainte-Marie Among the Hurons

The waist-high snow whipped against the bark-covered longhouse.

Inside the damp smoky room, a group of young people huddled inside deerskins before an eight-foot-high fireplace. An old Ojibwa craftsman stood in front of the fire, relating legends of the people.

"My children, now that you are warriors it is time for me to tell you of the greatest Huron warrior ever, Kitchikewana.

"Even the fiercest of Iroquois warriors would not venture into the lands of the Huron because he knew of the braveness and mightiness of Kitchikewana."

A scene from an old cowboy vs. Indians movie, right?

Wrong. It was a scene from an out-of-school education trip. The young people were grades 12 and 13 history club students and the story-teller was William Parker, a genuine Ojibwa craftsman. The scene was the reconstructed Sainte-Marie Among the Hurons, near Midland. In late winter, the students, from Port Colborne and Lockview Park secondary schools in Port Colborne, took a 300-year-trip backward in time by spending a weekend in the reconstructed Jesuit missionary fort and Canada's first European settlement. Aim of the program was to experience 17th century Indian and European life in the winter in the most remote colony of France in North America.

Student trips to the reconstructed village have been common since the provincial government restored the fort on the original site. But it was the first time that anyone had spent a winter weekend there since the original mission was destroyed.

As well as experiencing the harsh pioneer life, the students visited the Wye Marsh Wildlife Centre, opened last July by the Canadian Wildlife Service and the Department of Indian Affairs and Northern Development.





Rev. Jacques Monet, a Canadian history professor at the University of Ottawa, refers to a book as he answers students' questions about Sainte-Marie. In the middle photo a Port Colborne student returns from a snow shoeing venture, and Father Monet prays at a contemporary altar, assisted by student servers Dave Debono (left) and Dan Peters.

Photos by John Harquail Tourism and Information

Continued from page 7

They snowshoed miles through the marsh with a Canadian Wildlife Service biologist and at the end of the trek, had some idea of the natural environment of the Hurons, missionaries and traders of 300 years ago.

"It was so unbelievably cold in that cabin at first," one student said, "that I wished I had never heard of this crazy idea."

But that was only an initial reaction. The cabin was cold, it was true, but things warmed up as stables, workshops, residences and chapels of the mission came to life. And there was always the thought of a bowl of moose meat stew cooking over the fireplace. It was the first meal cooked in the Sainte-Marie cookhouse. The moose meat was supplied by one of the three accompanying teachers who brought it back from a hunting trip last year.

George Huber, a Lockview history teacher, said students prepared for the trip by reading books on life in Huronia. To make the weekend more authentic, the visitors invited along the Rev. Jacques Monet, a Jesuit priest and a professor of Canadian history at the University of Ottawa.

The first evening in the mission, the students sat around the central cookhouse hearth with Father Monet and Mr Parker, who outlined the relationships of the Indians and the Jesuits in the original mission.

During one of the fireside discussions, the students agreed that even after only a day, a spirit of harmony and cooperation had developed among the group, while individuals found they had endurance and self-confidence. A few students said they had even lost track of time.

One student observed: "A lot of the problems we have in the world today stem from a lack of togetherness. We have learned something—the way to get things done is to work together. Seventeenth century life was more enjoyable, even if you had to work harder."

"People are more civilized to one another in the forest," Mr Parker added.

They asked Father Monet to lead a morning worship in the Indian Church of St. Joseph. The reconstructed building is on the original site of the first permanent Christian house of worship in Ontario and the earliest shrine in North America north of Mexico.

It was here that St Jean de Brebeuf was buried and it is the only known grave of any of the first eight martyrs in North America canonized by the Roman Catholic church.

There were no pews in the candlelit church and the students had to stand on sand floors. Father Monet wore the 17th century vestments of a Jesuit priest and explained their significance to the students.



Meal-time for the first Canadian students to live in Sainte-Marie's palisaded settlement

The settings were "old" but the mass was "new". Father Monet held a folk mass explaining that services similar to those given to the Hurons 300 years ago would not be meaningful because of the 17th century "formal and magical approach to the liturgy."

Instead, both Protestants and Roman Catholics took part in the mass and sang folk songs and spirituals. All agreed that they felt they had been immersed in the 17th century, regardless.

During the weekend, there were only a few other concessions to things modern—the students slept in sleeping bags and although the menu included moose meat stew the students brought along a few dozen pizzas and jars of peanut butter.

Many students said the weekend in the mission was one of the most interesting things they had ever shared.

"My only regret," sighed one young girl, "was that I didn't bring more peanut butter." □

Lakeview Outers – the voyageurs of today

By Pat Sherbin

Everyone knows why a man climbs a mountain. Because it's there.

But why would 20 teenagers leave their warm, comfortable homes, climb mountains, go on a 20-mile, overnight snowshoe hike, tramp through the woods in all kinds of weather and end the season of fun by going on a 260-mile canoe trip through the northwestern Ontario wilderness? A trip which includes an eight-mile portage carrying 60-to-75 pound packs or 95-pound canoes on their backs.

Because, "it's a lot of self-satisfaction," says Michelle Potvin. "I complain about everything while we're doing it and I'm glad when it's over. But I'm back again the next week."

Michelle, a student at Lakeview secondary school in Thunder Bay, is one of the members of the school's Outers Club. The club does what its name implies. . .it takes its members out-of-doors.

The club started off with more than 50 members this year. After the first hike, a mere 10 miles or so, some club members started dropping out. A few more endurance tests and a few more dropouts. The hardiest were the ones who stayed after the 9 p.m. to 6 a.m. snowshoe hike. Only 26 students were left for the canoe trip. Because only 20 students and one teacher could be accommodated six of the group had to miss the canoe trip.

Planning for the trip, started last fall. The students researched the route so they could follow, as closely as possible, the route of the Voyageurs. For the most part, little has changed along the route.

"A lot of this is having trust in your leader," said Ed Essex, the senior Outers member of the group. "He has a certain amount of responsibility."

The group leader is teacher, Roger Mowbray. The students have trust in him and it isn't misplaced. He's doing his best to see that the June 7 to June 21 canoe trip is well-planned, the students well-prepared and at the end of the trek, that the students are well-educated.

"We'll be camping where the voyageurs camped," Mr Mowbray said. "The students were given a reading list last fall of original

works...of such persons as Simon Fraser, Alexander MacKenzie, Alexander Henry.

If Alexander Henry said, in one of his journals "We'll camp under these falls," the students took note of it, tried to locate the falls and will camp in the same spot.

Their route starts at Grand Portage, on the American border, goes through a series of small lakes with such names as Moose, Rose, Gunflint, Mountain and follows the international border to Fort Frances.

The trip won't be all by water. There will be 20 miles of portages, including the eight-mile trek at the beginning. Mr Mowbray feels it will take about 12 days to complete the trip, allowing for a stopover at Fort Frances. The group will return by bus.

Mr Mowbray said everything should be in about the same condition as when the voyageurs took the trip as there is little settlement in the wilderness. He knows one portage has been dammed by the Americans and he thinks some rapids may be dried up. The water levels may also be different but these are considered minor problems. The group will not eat like the voyageurs, however. For the trip, the food committee ordered 400 pounds of dried food (the students paid for food; canoes are supplied by Lakeview.)

That may seem like a lot, but for 20 students and one teacher for 12 days, it doesn't work out to banquets every day. In fact, they plan to catch fish for some meals. If they don't they will go hungry. Aside from the odd chocolate bar, no other food is allowed on the trip. Everyone is treated the same.

Besides, the students don't feel like bringing any more. Not because they're Spartans who scorn luxury. They only have to remember that whatever they bring, they have to carry.

The girls aren't even bringing along any makeup which won't be too much of a social fauxpas as there will be 12 girls and eight boys.

And anybody who sees 12 Amazons lumbering through the wilderness will have to take another look. Michelle, for instance, was chosen as Miss United Appeal for Thunder

Bay this year. Patricia Meredith, a grade 10 student who admits her friends think she is "nuts" for attempting such trips, resembles a young Paula Prentiss.

Nor are the boys all husky types who resemble lumberjacks. The spunkiest member of the group is John Galbraith, a grade 9 student who weighs a little less than 100 pounds. He will be exempted from carrying one of the 95 pound canoes, but he'll still have to carry a pack, which will weigh from 60 to 75 pounds.

The work is hard, but the benefits are many. The Outers said that such trips improve their sense of color. . .in the city everything seems gray compared to the wilderness. Outers can get to see the country around them, develop character, responsibility and awareness.

"When it's all over," said Michelle, "you only remember the good things." □



John Galbraith

From Caramat to Toronto and into a traffic jam

Most people will go miles out of their way to avoid a traffic jam.

Not Kenneth Cornett and his students.

They came more than 800 miles out of their way to get into a traffic jam.

Mr Cornett, a teacher at Caramat school, about 25 miles from Longlac in northwestern Ontario, decided it was as easy to learn about the country through discovery and experience as it was reading a textbook.

So, during the school winter break, he took 10 boys from grades 5 and 6 on a "discovery" tour of Toronto, Trenton, Peterborough and Niagara Falls.

"Purpose of the trip," explained Mr Cornett, "was to give the boys as many new experiences as possible."

Many of their experiences were very basic. For example, one boy wanted to get caught in a traffic jam. So we found a traffic jam for him.

"On another occasion, we drove around a traffic circle near Niagara Falls because they simply had never experienced or travelled around a traffic circle before. We travelled on the subway to the hockey game just for an experience."

The beginning of the nine-day excursion was an experience in itself-a 17-hour train ride from Caramat to Toronto.

The boys were billeted with families of Scarborough students during their stay in the city. But they didn't get much of a chance to stay in the homes. On their first day in Toronto, they visited Casa Loma, the Toronto Dominion Centre, City Hall and Maple Leaf Gardens. The next day, they went to the Ontario Science Centre, Buttonville Airport near Toronto, a "big



city" restaurant which featured endless buffet dishes and a show at the Maple Leaf Gardens.

After the whirlwind tour of the city, they travelled to Canadian Forces Base, Trenton. where they saw CFB aircraft and watched the men work on the planes.

From Trenton, they went to Peterborough, and spent almost two days on a farm belonging to Mr Cornett's brother-in-law. The Caramat students were up at dawn helping to milk cows, grind corn and clean up the barn. They also had time for a movie and a trip to a nearby maple sugar bush.

"I remember my brother-in-law coming in for breakfast after milking the cows with the boys and saying 'I told you last summer that you and your friends were welcome anytime, but this is ridiculous'," Mr Cornett said. "It was an experience milking cows with 10 kids."

The students returned to Toronto and the next day headed for Niagara Falls where they visited the wax museum, the aquarium, travelled to the top of the Skylon and of course, saw the falls.

Their last day was in Toronto and it was a "free" day where the boys could visit with friends or go out with their Scarborough

Mr Cornett admitted it was an exhausting week but said he would do it again. He enjoyed it and he thinks other teachers would too.

"Teachers should get out of their classrooms and into a situation where a child can explore, discover and experience new concepts first-hand," he said.

Take your pick...

For 150 grades 7 and 8 pupils at Bracebridge Public School, the toughest part of outdoor education is choosing which topic to study.

During four half-day sessions in April, they had to choose from Recording Our Senses, Ideals, Cemetery Study, Estimate And Compare, Sketching, Contouring, Photography, Art, Collage Art, Orienteering, Puzzle Map, Rocks, Birds and Trees.

The selection after the first session was even more difficult, because news spread quickly about each group's activity.

Each of the intermediate teachers chose a theme in which he was interested, and was responsible for organizing a study of it. The relaxed nature of the Muskoka Board of Education program let teachers meet students on a more casual and personal basis.

Some pupils were led around blindfolded to intensify their other senses. . . Sights, sounds, smells, tastes and feelings were recorded on tape, film or paper. . . The beauty of Muskoka was sketched and painted. . . Areas were mapped and contoured. . . Groups examined the conditions of forests and learned about wild-

"As observers, teachers found they had started a truly beneficial program," said E. J. Chard, an Ontario Department of Education program consultant for the Northeastern Region. "Pupils argued over which topic should be taken next session, and many decided to attempt those with less appealing titles-just because of experiences related to them by their classmates."

After the sessions came a follow-up, with bulletin board displays, artwork, written reports, discussions, and a dark room so pupils could see their photographic efforts come to life.

Doing what comes naturally

Photostory by Louise Rachlis -

"I'm going to be a bird bander when I grow up," the grade 6 boy happily announced as he hiked through the grass.

Before that morning, he rarely saw birds. His exposure to bird banding at the Outdoor Natural Science School on Toronto Island was enough to bolster his interest.

He was one of 72 children from Toronto schools spending a week in residence on the island. That week, it was McMurrich and Charles G. Fraser elementary schools. During the rest of the year, most other schools under the Toronto Board of Education will have sent one of its classes.

Opened in 1960, the school operates 11 months of the year. It closes in August for repairs and staff holidays.

In July, children from four areas of the city each use the school for a week.

The school is restricted to Grade 6 students because it is the last year before rotary system, they are more mature than pupils in the lower grades. The students take the ferry to the school on Monday, and return Friday. Each pays \$2 toward the cost.

Teachers feel the socio-economic advantages of the science school are as important as the scientific ones. The board tries to combine two schools with different backgrounds and has found that skill in English—through enlarged vocabularies and written reports—is one of the students' greatest gains.

Principal Charles Hopkins has a staff of five plus help from student teachers.

It's not all work for the students. Besides studying meteorology, weather systems, geology and fossilization, biology and conservation, the students acquire a basic knowledge of "lifetime sports" like angling, archery, target shooting and bird-watching.

Study of ecology ties the whole picture together and the follow-up program is the responsibility of the classroom teacher. However, staff from the school often visit the children before and after their week on the island, to see how they are getting along.





School is a breeze when it is 90 degrees

No bells signal the end of classes. Most students, and sometimes the teachers, wear shorts to school. It's the all community program for summer education, and Lambton County loves it.

In Sarnia the summer students ranged from grade 7 children to grandmothers. They turned out in 90° temperatures to study courses like "Gourmet Cooking for Boys" and "Auto Mechanics—Girls Welcome", and they'll be back and eager again this year.

"The bubbling enthusiasm of a 10-year-old tempered by the quiet experience of a 70-year-old creates a learning experience very much different from the regular school said Ted Brohman, superintendent of the summer program for the Lambton County Board of Education.

When 990 pupils are temporarily "out of school" but willingly choose to drop back in, that shows quite a change from the old idea of summer school.

"Summer education is going much further than 'knocking off a credit you missed earlier'," Mr Brohman said. As well as intensive credit courses and upgrading courses, the board offers "mini-courses" of one or two weeks, and a four-week typing class. The mini courses were introduced because regular length courses conflicted with family vacation plans. They attracted 287 students for 13 morning and evening classes. The pottery and ceramics class was the most popular, but the attendance for all courses remained higher than 90 per cent.

The program is staffed by elementary and secondary school teachers along with an artist and journalist from the community. Local resource people were brought in and students travelled around the area to make use of outside resources.

The courses encouraged student enterprise: a few sold cold drinks at the breaks; the gourmet cooks provided lunch for visitors and themselves; and one of the journalism students sold an article on the summer program to the local newspaper.

The arrangement for credit courses was similar to that of university summer schools. Classes were given on a four-hour-a-day basis for six weeks, and 12 courses ranging from Russian to Computer Science were offered. Among those enrolled in these courses were several technical-vocational students, and several adults, including two teachers.

Special upgrading courses were offered to students who had difficulty with one or two subjects during the regular school year. The only requirement for enrolment was that a student be recommended by his principal. The 28 classes were filled by 611 students. Six withdrew, 62 failed, but 543 received credit for a course they had failed in the regular program.

Although examinations were held on the last Thursday of the summer school, most students were not required to write them since upgrading and credit courses were marked mainly on the students' daily work.

Plans for future programs include upgrading courses for grades 7 and 8; new study topics such as pollution; senior level courses in cooperation with the University of Western Ontario, and more "Type A" courses which a student might not have been able to fit into his regular program.

Illustration by James Glen/Story by Louise Rachlis

A flying program

Lincoln County has an out-of-school program which got off to a flying start three years ago and is still flying high.

The program is a series of airplane rides organized for Lincoln County geography students during Blossom Week in May in the Niagara Peninsula.

No wide-eyed student could ever forget his first flying experience especially when he flies over his own home and school during the trip.

Organizer is William Wiley, coordinator of geography at the Lincoln County Board of Education and vice principal, Niagara District secondary school.

Blossom week is chosen for the flights because the blossoms help students identify orchards, and because landmarks are not obscured by snow or slush.

The flight takes students from Niagara District Airport to the Lake Ontario shoreline, over the Niagara escarpment. Hamilton harbour, and south to Dunnville. It continues along the Lake Erie shoreline to Port Colborne then along the Welland Canal to Niagara Falls, the Niagara River, the hydroelectric plant at Queenston and back to the airport.

The flight plan can be adjusted to suit students' needs. For instance, if a class is making an urban study of Buffalo, the flight would bypass one section to include that Viagara district metropolis.

Secondary school students studying land use take particular interest in the Niagara escarpnent. They can see the effects of water and air pollution in cities and the effect of urban prawl with housing and subdivisions alongide orchards and farms.

This year, the grade 13 geography course ncludes a study of the Niagara Peninsula. The grade 7 course covers Canada with a arge portion devoted to the Niagara area. Elementary students are shown old forts and other points of historical interest.

Vir Wiley says it is easy to underestimate the value students gain from the trip in terms of jeography. "The excited youngsters usually pend the first part of the flight looking for heir home or school so they do not pick up i great deal of geography," he said. "I would ay the greatest benefit is not from geography but the trip balanced against the experience and motivation aspect."

o whet students' appetites, Mr Wiley visits lassrooms during the year and shows prelight slides and films he has taken of the rip.



Bob Domino (left), Mike Ray and Bryan Sinclair follow the "cruising" technique for measuring and counting trees

The nerts know nature

By Pat Sherbin

Somewhere, deep in the dense northwestern Ontario wilderness there is a bridge known as the Nert Causeway.

And it's only fitting. After all, the Nerts built the bridge across the deep gully.

The Nerts are NRTs, students of the Natural Resources Technology course at Atikokan secondary school. The course was established three years ago. Since then, anyone taking the course is known as a Nert.

The program was conceived by Atikokan teacher, David Bates, who explained it would "acquaint people with the importance of our natural resources and assist in interesting and training people to work in related areas."

That doesn't mean that a student taking the program will be fully trained as an expert in detecting pollution or deciding what trees a lumber company can cut down. What it does mean is that after three years in the course, a

student will at least know about his natural environment.

And there is plenty of natural environment surrounding the community of Atikokan. The small (population, about 6,000) mining town is 120 miles west of Thunder Bay. The nearest big city is Winnipeg, about 300 miles away.

There is little settlement around the area and the land is largely "untouched" forest of pines and birches. Nearby is the Quetico Provincial Park, an area set aside to remain in its natural wild state.

The school itself is almost surrounded by the bush, there are hundreds of small glacial lakes within a couple of hours drive from the town and there are marshes where birds settle on their flights north and south.

With all this, it's not surprising that most of the 26 teachers at the school are keen on out-of-school education. Whenever any teacher can relate lessons to the immediate surroundings, he does so.

But the most advanced of this out-of-school philosophy is NRT. It has a definite schedule for getting out of doors. The senior NRTs, grade 12 students, go out on the sixth day of the six-day rotary schedule. The grades 10

Continued from page 13

and 11 students spend at least a couple of hours and the occasional half-day outside.

When Day Six comes, the senior NRTs head out to their favorite spot—a cabin they built on Nickleby Lake 16 miles from the school. In the winter, they walk through the bush, following a hydro line trail and across the ice-covered lake to the cabin. A distance of about three miles, there and back.

The cabin was built completely by the students who had to haul the materials through the bush on toboggans when snowmobiles were not available.

The students aren't there for a lark, however. They have to work, not only at building the cabin but following the NRT curriculum.

Depending on the weather and past studies, they do depth soundings of Nickleby and other lakes, go "cruising" (going out into the bush to find out how many and what type of trees are in a certain area), conduct a series of soil tests, take meteorology readings—anything and everything that will help them get acquainted with their natural surroundings. And each study is followed up by classroom studies.

The curriculum guideline for grade 12 NRT calls for study on such topics as mapping and surveying; tree studies; forest ecology; geology; mining; fish and wildlife; freshwater biology; meteorology; physical and chemical analysis; photographic techniques; statistical methods; scientific studies features; principles of conservation; research and report writing; values of planned resources management; management of natural resources;

living in natural resources; natural resources in local history and the tourist and travel industry.

On top of all this, the students have learned to build a cabin, started the cutting of a nature trail in Quetico Park, built a bridge (the Nert Causeway) on this trail and helped classify fish.

Mr Bates said the project which pleased the students the most was helping the owner of a commercial fishery on Clearwater Lake determine the types and the size of fish in the lake. The students caught fish, took fish scales for further study, measured fish and recorded the results for comparisons for the same type of study next year.

They have also thought of things to do on their own. The students always wondered if a tree was as old at the top as it was at the bottom. They decided to find out. A tree was cut down and the rings counted at top and bottom.

The result? A tree is younger at the top than the bottom.

"It's the finest teaching situation you can have," says Mr Bates. "You're so much closer with the students than in a 40-minute course for 35 students. It's a personal course."

The students think so too. They are relaxed and free with Mr Bates and the only other NRT teacher, Tom Miyata, who teaches the younger grades. The students do things on their own and speak freely with the teachers and there is respect on both sides.

Although Mr Bates and Mr Miyata agree that the course offers an ideal teaching situation, they also agree that a great deal of staff cooperation is necessary for such a course.

When you're taking students out of the classroom for a full day every six days of a schedule, it requires a well-planned schedule, especially when the school is setting up a computer timetable system to give students free choice in course selections. Some of the students in NRT will be taking English, for instance, which means that English cannot be taught on the sixth day because the student will be out.

It also requires cooperation from the other teachers. Mr Bates and Mr Miyata emphasized that they were especially fortunate at Atikokan because of the interest taken in out-of-school education. Most teachers schedule out-of-school expeditions for their own subjects. And almost every teacher at the school has a bus-driver's licence. The school owns its own bus for out-of-school jaunts. For example, Michael Lewis, the geography teacher hopes to bring one of his classes to the NRT cabin for a geology study of the area. The teachers are so interested, in fact, that they persuaded the Department of Lands and Forests to set aside one square mile of forest for the school so that studies can be made there. The 640-acre wilderness study area is around the bend from the NRT

The motto of the school is "Courage to Care". And it's no wonder. It does take courage to get out of school when the temperatures go to 40 and 50 degrees below zero. But the students and teachers do go out—and thrive on it.

Orienteering, a sport to watch

The sport is like car rallying without a car. In Swedish elementary schools, it's taught as a compulsory subject.

The chairman of Trent University's geography department calls it "the most exciting development of the decade in the outdoor education field".

And at the provincial level of competition in Ontario, it is only a few years old.

"It" is orienteering, a form of point-to-point racing using a map and a compass. Competitors meet in a wooded area where several

markers have been placed. Each participant has to plot his own course from point-to-point in as short a time as possible, recording a code at each "control point" as proof of his visit.

"The beauty of orienteering lies in the balance between the physical and mental efforts involved," said Peter Adams, a former cross-country runner, and head of the geography department at Peterborough's Trent University. "It builds character because decision-making is needed to decide which way to go."

Orienteering can be adapted to suit all ages and all weather conditions. A grade 3 class has tried it, and the use of snowshoes or skis make it a safe winter activity.

During Conservation Week, ending June 21, the Trent geography department and the Otonabee Region Conservation Authority are sponsoring an orienteering competition for the public in the Warsaw Caves. The week before, orienteering meets will be held in the caves for the schools of Peterborough County.

Dr Adams suggests that teachers organize orienteering for specific purposes, such as recording the geology or vegetation at each point. "It's a tremendous teaching device to apply to what you're doing in class." he said. "In the upper grades it relates to map making. For grade 1, it might help the children follow a map of the streets around the school."

Before entering an orienteering competition, pupils should be given preparatory work with a map and compass. The length and technical difficulty of the course depends upon the ability and experience of the competitors.

To save time in planning orienteering activities, teachers sometimes establish permanent "map-and-compass areas" near their schools. An outline for such areas is published by the Canadian Orienteering Service, 77 York Street, Toronto.

Trecent & Trelevant

Combine a sugar bush, pea soup for lunch, a team of trained *en français* horses, and 10 inches of wet, falling snow. The result is an out-of-school French immersion program. It's bound to capture the interest of any reluctant scholar.

The Ottawa Board of Education ran such a program last winter at its MacSkimming Natural Science School, for students from two grade 8 classes at Alta Vista elementary school.

"If outdoor education is really what it is meant to be," says David Coburn, the board's supervisor of science and director of outdoor education, "that is, education beyond the four walls of the classroom, then it must by necessity be cross-disciplinary."

The teaching team was made up of the heads of the French and science departments of Alta Vista public school, a resource teacher from the MacSkimming School, and two student teachers from Ottawa Teachers' College. In addition, Mr Coburn invited two French-speaking neighbors of the science school.

The pupils weren't exactly delighted with the idea at first, Mr Coburn recalled. There were groans of: "We have to put up with it in school, why do we have to do it when we're set to enjoy ourselves in the country?" But once exposed to buckets and sap pipelines they forgot their misgivings.



rench phrases rang through the bush as tudents struggled through knee-deep snow, arefully holding 30-pound buckets of sap in each hand.

'The children found the experience exhilaating," Mr Coburn said, "because here was rench-language instruction with realism and a dynamic work situation. The need for individual and group communication was imperative."

The program began with a few tentative bonjours, and ended with a thousand merci's, au revoirs and bon chance's.

A planting plot

A program on outdoor education is helping students at a Toronto school combat pollution. The students, from Pauline Avenue elementary school, are trying to manage and develop their environment.

S. G. Hambly, one of the school's two vice-principals, launched the program.

"Using the elements of rock, soil, water, air and sunlight through the experience approach to learning, pupils can create products to improve their environment," he said.

One part of the program is a small greenhouse in the school corridor. The greenhouse has fluorescent lights installed on top of each compartment. African violets and geraniums are among the different species grown.

Mr Hambly points out the importance of out-of-school education for city pupils.

"Pupils living in heavily-populated urban areas seem to need contact with the soil, rain on the face and sun on the back," he said. The program helps students appreciate the basic process for growing the food which their families buy each week at supermarkets.

Students in grades 5 and 6 work as instructors with the students in grade 4 operating as guides. The classes are divided into demonstration groups to experiment with plant production.

Mr Hambly says the program now involves about half of the school's 1,100 students and more classes will be included this year. He says he hopes other schools will conduct similar experiments. He's even looking for a successor at Pauline Avenue as he retires this month. Earlier this year, the Ontario Public School Men Teachers' Federation donated \$200 to the program. Mr Hambly has written a detailed report on all aspects of the program which he is presenting to other teachers to stimulate further interest.

A cooling thought

Although the school year in Ontario coincides with "the snow year", geography teachers often forget that snow does more than create puddles in the corridors.

Dr Peter Adams of Trent University advises teachers to think positively about winter.

"We often use winter as an excuse for limited fieldwork in our geography courses," he explained. "Field trips are packed either into a short period at the beginning of the school year, when students have hardly begun their course work, or into a few weeks at the end of the year when the academic pressure is off and when the long vacation looms large."

Dr Adams suggests possible winter studies of:

- accumulated snowfall and snowcover measurements
- sampling techniques to survey the variation in snow depth
- diagrams to demonstrate the nature of the distribution
- explanations of variations in the snow cover, such as wind velocity and direction, height and temperature
- regional geography, and how snow affects a community's economy.

Camping with buffalo

"Oh, give me a school, Where the buffalo rule. . ."

It isn't, but it could well be the school song of Canada's first outdoor study camp.

The camp, which opens this summer, is located near Kelso Lake and the roaming grounds of the Rattlesnake Point buffalo herd, near Milton. Sponsored by the Halton Board of Education, the Halton Region Conservation Authority and Burlington recreation department, the school will be open to all Halton students between the ages of 10 and 16.

The camp-school students will get a chance to cook their own breakfast over an open fire, study science, ride horses, hike through the North Halton wilderness, study performing arts and fine arts and spend five nights sleeping in tents on Kelso Bluffs.

And nobody will bat an eye if a buffalo happens to snort through one of the outdoor classrooms.

The camp will have teachers from the Halton board, special instructors from the town's recreation staff and specialists from the conservation authority to teach the children during their stay.

Kelso Bluffs is used by the Halton board during the school year as an outdoor education centre. This is the first year that the board will be operating the summer school. To ensure that as many children as possible will attend, the board plans six camps of one week each.

And in passing, the students might learn the difference between buffalo and bison. By the way, what is the difference. . . .?

Articles pertinent to education will be accepted for publication in the Write-in column of New Dimensions provided they are no more than 500 words long. New Dimensions reserves the right to make changes where necessary. Pen names may be used but the author must give his correct name and address on the original manuscript. Material may be sent to New Dimensions, 40 Eglinton Avenue East, Toronto 315. The views expressed are those of the writer and do not necessarily coincide with those of the Ontario Department of Education.



Yellowknife Public School, Box 218, Yellowknife, N.W.T.

Greetings from Yellowknife Public School.

Since this is the Northwest Territories' centennial year, it is a very important year for us. We are celebrating it with many projects such as talent shows, dances, and other activities. Our greatest project was the Arctic Winter Games and its success has revealed our latent resourcefulness and determination.

Now, our school has accepted a project and we need you to help us make it a success. We want to make a centennial garden, made from earth taken from every province in Canada. Because of the shortage of good soil in this area, we would appreciate it very much if you would send us one pound of soil from your part of the country. We would also appreciate it very much if you would use your influence to encourage others to send us a pound of soil.

The cost to you is minimal compared to the many benefits that will be derived from this beautiful garden. Your cooperation will help to set an example for others. Please send your contribution of soil and help us with this prodigious task. Thank you.

Yours,

Y.P.S. Centennial Committee

P.S. Please send your soil in a plastic bag and well wrapped to prevent leakage and other complications.

A new trend

Self-motivation is one of the newer trends in education, but there are times when one might be justified in wondering if this isn't a dandy of a misnomer.

The theory is fine. It's the practice bit we're suspicious about.

"I'm a grade 8 student in Hamilton," read a letter to The Chronicle office this week. "I'm doing a project on Waterloo and I would be very thankful if you could send me information on Waterloo—Information on like how many hospitals, churches, schools, etc. . . . also on history and other things of Waterloo. . ."

We don't expect any acknowledgement for our efforts. We were thanked "in advance."

Not for one moment do we want to knock the youngster's initiative. In fact we admire her tactics. Because the world is her oyster if she can get through life getting other people to do her work for her. But life, as we know it, isn't always like that. Nor is this attitude an honest or honorable one—and we're going to have a guilty conscience knowing we aided and abetted the Hamilton youngster by complying with her request.

So far, the only outlay and energy she has expended on the project is a five-cent stamp and the effort necessary to write her brief missive. Her letter, by the way,

was addressed to the "Local Newspaper, Waterloo, Ontario," with a note, for whoever might be so inclined, to "Please forward:"

What worries us though is the number of other youngsters who complete school projects in like fashion, and without regard to other people's time or property.

We have been present in libraries when fathers, mothers and aunts came in to research projects for youngsters; we have seen expensive reference and local history books mutilated by children who clipped photographs for projects; we've had chamber of commerce and city officials tell us they handle numerous requests similar to the specific one we cited earlier; and we've seen signs in travel agents' offices saying they had exhausted their stock of tourist literature to this cause.

Now we don't necessarily expect a grade 8 student to understand that tourist literature is expensive to produce and exists to promote tourism, nor do we expect them to fully understand that adults who are employed doing something other than researching school projects should concentrate on what they're employed for.

But, we do expect teachers, school principals, education consultants and school trustees to understand these simple economic facts. And we expect them to do something about them.

We expect school children to be taught the rudiments of research before they are encouraged to embark on a project, that some thought be given to how and where they got their material and how much elbow grease they expended in getting it. Self motivation indeed!

> Reprinted from Waterloo Chronicle, Waterloo.

new dimension

1040 3970

Act that is the Homography, 1, 3 is a second control of the process of the place of the process of the place of the process of the process of the process of the process of the place of the process of the place of the process of the place o

new dimensions

PERIODICALS READING PLACES (Humanitim and Social Securios)

new dimensions

September 1970

Volume 5, Number 3

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407

Editor, Pat Sherbin
Assistant editor, Louise Rachlis
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,
Assistant Director, John Gillies.

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

You can obtain reprints in minimum quantities of 100, of any article that appears in *New Dimensions*. Prices are available on request by writing to the Editor at the above address.

Articles pertinent to education will be accepted for publication in the Write-in column of New Dimensions provided they are no more than 500 words long. New Dimensions reserves the right to make changes where necessary. Pen names may be used but the author must give his correct name and address on the original manuscript. Material may be sent to New Dimensions, 40 Eglinton Avenue East, Toronto 315. The views expressed are those of the writer and do not necessarily coincide with those of the Ontario Department of Education.

COVER

This month's cover is taken from an illustration in one of the Ontario Readers, authorized in 1885. The readers are part of the Department of Education's Historical Collection. Catherine Price, in an article on page 10 provides a glimpse of these readers which insisted that not only should a student learn to read, but that he should also acquire a "knowledge of sound moral principles and . . . a vast number of important facts in History, Literature and Science."

A busy summer for teachers	4
And students too	5
City slickers visit a farm	7
Tilbury students search for the past	9
A look at the "pure and beautiful" Ontario Readers	10
Seneca College's MILE classrooms	13
Youth centres keep young and old busy	14
The Moosonee Education Centre, a year later	15
Write-in	16

COMING EVENTS

OCTOBER

- 7-10 Canadian Association for the Mentally Retarded, national convention, Hotel Vancouver, Vancouver.
- Ontario Business and Commerce
 Teachers Association fall workshops,
 E. L. Crossley Secondary School,
 Fonthill; 24, Loyalist Collegiate,
 Kingston.
- 18-23 Association of School Business Officials, annual meeting, Seattle.
- 19-21 Canadian Society for Education through Art, Westbury Hotel, Toronto.
- 22-24 Canadian Education Showplace, Canadian National Exibition grounds.
- 25-29 Canadian Council on Children and Youth and Vanier Institute of the Family National Conference on the impact of the environment, Winnipeg (Milieu 70).
- 29-30 Canadian Association of Sports Sciences, Quebec City, Quebec.

31-

Nov 2 Canadian Association of Science Teachers and Science Teachers Association of Ontario conference in Toronto. 30-31 Council for Childhood Education – annual conference, Queen Elizabeth Montreal

NOVEMBER

10-12 Canadian Commission for the Community Colleges, The Colleges Assembly — Chateau Laurier, Ottawa.

A one-day seminar of the Association for Educational Data Systems will be held at the Althouse College of Education, University of Western Ontario, London, Nov. 14.

Glen Bonham, executive assistant to the assistant deputy minister, Instruction, and a member of the association's board of directors, says the seminar will probably study one subject in depth. "We cannot maintain the pace of our last effort," he said. The "last effort" was a successful two-day AEDS meeting held at the Ontario Science Centre in Toronto in February. It was attended by 250 people from all parts of the province. The Ontario chapter of AEDS is the first to be organized outside the United States.

Mr. Bonham and Professor John Walsh, head of the computer studies department at Althous College, will meet again this month to discuss further plans.



A classroom-toclassroom summer

The teachers

While some teachers used their summer vacation for a rest from the classroom, others moved that classroom to another continent, or re-entered classes filled only with fellow-teachers.

Department of Education summer courses absorbed 15,000 teachers; 1,100 took courses at the Ontario Institute for Studies in Education, and a happy 5,000 flew to Europe on an assortment of charter flights.

At the York County Board of Education, nine teachers spent four weeks considering the establishment of an experimental "hard" school for York County. Along with five parents, three trustees, two administrators and two students, they tried to decide what a new structured school should be like, how it should be created, and where it should be located.

Other teachers spent time on university campuses, working towards degrees and taking specialized updating courses.

At McMaster University, Hamilton, 20 high school chemistry teachers studied on Shell

Primary teacher Julie Creighton (below) is "the big, bad wolf" at a summer French class for Toronto students. On the right, a student sailor tackles the waves at the Department of Education's Athletic Leadership Camp on Lake Couchiching. By Louise Rachlis

Canada Merit Fellowship. The new fellowships were established to keep teachers upto-date in the chemical field.

At London's University of Western Ontario, 25 teachers took a new summer school course called the Earth Science Curriculum Project. The program was designed by astronomers, geologists, geographers and educators, to integrate the basic principles of their specialities.

More than 100 teachers spent July and August in Europe or Japan, acting as group leaders and administrators for Ship's School, a private student travel organization operated by members of the Ontario Secondary School Teachers' Federation.

One long-time Ship's School participant is Francis MacNamara, an English teacher at Sault Ste. Marie's Sir James Dunn Collegiate, who spent most of this summer taking touring students around the Shitennoji Temple on the outskirts of Osaka. Last summer, he and his wife were in charge of a ship on the Mediterranean.

Like many teachers who spend their summer in travel, Mr. MacNamara is an avid photographer and has accumulated an enormous collection of slides which he uses to illustrate his English lessons. For example, when his class studies Tennyson's *Ulysses*, he shows them slides of Ithaca and Rhodes.

Close to 2,000 teachers received anecdotal report cards this summer, charting their progress in such areas as picture-making at the primary level, film, metal sculpture, and visual perception and design.

They were attending Department of Education art courses at five locations throughout the province. The Supervisor's, Specialist and Intermediate Part II certificates were offered only in Toronto, to provide a concentration of specialized instructors, some of whom came from Japan, Egypt, England and the United States.

"There were two types of emphasis," explained John Emerson, principal of the Toronto course held at the Ontario College of Art. "We developed the teacher as an artist, and the teacher as an art teacher." But not all those in the art courses were art teachers. Among the participants were classroom teachers, vice-principals, and even a principal, Walter Stuart of Cochrane High School.







The students

Two months certainly can drag when one has nothing to do all summer but sit on his hands.

This complaint of students and some teachers would appear to be less common this year than ever before — judging from reports of activities designed for dog days. Even if one couldn't find a job, there was still plenty of opportunity to take part in summer recreation programs, to engage in research, to travel, and even study.

Lynell McAdam, head of physical education at M. M. Robinson Secondary School in Halton County, was one of the many people who refused to lounge around developing swivel-chair spread.

In July, he and three helpers were navigating more than 80 students through a day of swimming, boating and hiking at Kelso Conservation Area.

The outing (an overnight camping trip) was part of a recreation program co-sponsored by Burlington's Recreation Department and the Halton Board of Education. Originated last year by Mr. McAdam and fellow-teacher Robert Hawkins, the program provided activities for students from kindergarten through grade 13.

By Mark Kennedy

"Every kid comes for two weeks and spends five days doing in-school activities, and five days away," Mr. McAdam explained.

Pastimes in school included wrestling, archery, floor-hockey, basketball, badminton, golf, tennis, rugby, lacrosse, and almost every other type of athletic activity; while out-of-school jaunts included a trip to the farm, skating, horseback riding, and the overnight sleep-out at Kelso, near Burlington.

There were eight such two-week sessions throughout the summer, at a cost of \$10 per student.

One reason Mr. McAdam began the program was to ensure that the school's facilities would be used during the summer.

As with most secondary schools, M. M. Robinson has a fully equipped gym which includes badminton nets, ropes, rings, mats, box horses, parallel bars, spring boards and trampolines.

"Some of these grade 8 kids had never seen a trampoline," Mr. McAdam said. "I saw no reason why the facilities should sit unused for the entire summer."

Recreation was not the only use to which Ontario's schools were put during the past eight weeks.

On the more academic side of things, 400 Metro-Toronto area students spent part of



These sailing students (left) were among more than 160 who spent eight hours a day on the water furing the Ontario Department of Education's five-day sailing seminar. Corrinne Andrunyk and Lynn Rhodes (right) spent their travelling time on and. They covered about 10,000 miles on their rummer job, shuttling back and forth between Cochrane and Moosonee as lunch car attendants in the Polar Bear Express. Lynn, 18, goes to Cochrane Secondary School, and Corrinne, 17, ttends Iroquois Falls Secondary School.

The students

Continued from page 5

their summer learning French. They were the willing guinea pigs for 234 student teachers, who attempted to gain accreditation in the subject by practice-teaching with the children for five weeks.

Teachers who successfully completed the course received certificates in French equivalent to those granted by a Teachers' College.

As for the children, they received a certificate of attendance, as well as a party at the end of the course. Not to mention a greater degree of fluency in Canada's second language.

Mrs. Claudette Robinson, consultant for French in Halton County, supervised the course, which was held at Holy Name Separate School in Scarborough.

Some of the more enterprising student activities this summer involved considerable travelling.

Over 500 Ontario secondary students toured other provinces and territories under the Interprovincial Youth Travel ("Young Voyageur") program. Some of the communities visited were: Inuvik, NWT; Kamloops and Penticton, B.C.; Placentia, Nfld.; and Pictou, N.S.

In addition, 500 students from other parts of Canada poured into Ontario, swelling to 17,000 the number of people who have taken part in the program during the past seven years.

The annual objective of the program is to develop in students a better understanding of how other young Canadians live and work in their own communities. The Voyageurs obtain first-hand knowledge of the educational, industrial, political and cultural achievements of Canada's various regions.

In Toronto, 150 students took part in the six-week learning program called SEED (Summer of Exploration, Education, Discovery). It was the third summer for the program, which offers subjects almost at university level. In addition to such traditional items as mathematics and history, SEED also sponsored a course in film-making, and one in journalism given by professionals.

Another, program — Ontario's Youth in Action 70 — was equally wide-ranging. Sponsored by the Department's youth and recreation branch, the project contributed manpower and \$7,000 to York University's three-year study of 300 inner city students. The research was designed to reveal how the grade 8, 9 and 10 pupils cope with the transition from school to work.



Action 70 also sent eight university students to guide 100 inner city school children on a month-long canoe trip through Algonquin Park. And it sent a group of Indian students from Confederation College into northwestern Ontario to promote community spirit in the Indian settlements.

Finally — in topping off our brief survey of this summer's non-hand-sitters — there were unknown numbers of students involved with special research projects, or who took advantage of seminars in order to increase their knowledge of interesting fields.

Leading the way with such programs was McMaster University in Hamilton.

The week of June 15 saw 30 Hamilton region high schoolers attend a science course called "The Nature of Materials". For five days, students heard lectures, worked on laborator projects, made several visits to a steel plant and toured the Sheridan Park Research Centre.

Competition to attend the course — designed as a supplement for grade 12 and 13 chemistry classes — was fierce. Fifty applicants did not make it, but for those who did there were book prizes to commemorate the achievement, plus the rewards of the course itself.

McMaster also granted 36 Summer Studentships, thus enabling some bright grade 13 pupils to take part in academic research work in science and the arts during July and Augus Candidates were selected on the basis of their academic records, and by interviews designed to reveal the scope of their interests and outside reading.

Those exceptional students who were chosen experienced the excitement of original research, for which they were paid \$150 a month. Obviously, summertime hand-sitting for these young people would not only have been boring, it probably would have been uneconomical as well.

Summer wasn't a drag for students in the Hamilto area who joined teacher, Lynell McAdam in natur hikes, boating, volleyball and overnight camping trips in the Kelso Conservation Area.



Can you keep them in the city after they've seen a farm?

By Lester Hanson

Rolling in bales of hay, riding and feeding horses, playing with puppies and kittens, wading in a stream . . . any child who visits a farm for the first time gets excited.

But when the child is with a teacher who has also never visited a farm, the excitement is doubled for both.

Sharing such experiences was the theme of the West Toronto Primary Methods summer course held at the D'Arcy McGee separate school. The "first" visit to the farm was organized by child psychologist Laura Ford, head of the course's child-study program, who took 70 people to her farm at Puslinch, near Guelph.

The visit was part of the program's main aims — giving teachers and students sensory experiences to stimulate learning.

Paul Gibson, one of three staff teachers in the "learning experiences with children" area, said the information children gained on the trip will be valuable in the classroom and lead to other areas of study.

"A natural setting gives the children a picture they can remember. It also provides a healthy outlet for them to expend energy they cannot use up in a normal school situation," he said.

Basically, the course was designed to help a teacher make a child learn through personal experiences rather than objects and things. Instead of the traditional method of student-teachers sitting and listening to a teacher on a stage or platform they visited classes and saw what they had heard in theory actually put into practice. Another aim of the course was to show that the same teaching methods

Both teacher, Sue Collins and six-year-old Ken Yanch find that exploring a farm may mean getting a bit wet. But neither seemed to mind. Animals were a part of the summer course, both on the farm and in the classroom. At top, Trixie, one of the horses at Windy Hill farm is approached by teachers, from left, Sue Collins, Melanie Thwaites and Judy Rait. Middle, Rochelle Symonds, 8, and teacher, Anne Shortill. Below, Linda Gough, 7, and Thumper the rabbit, at the D'Arcy McGee school

Farm visit

Continued from page 7

used in an unstructured school could be used in any type of school.

Three hundred teachers from all parts of Ontario and 100 children from four Toronto schools attended the course. For three weeks the teachers took subjects in aesthetics, communications and environmental studies. This course was open to all student-teachers but was not part of the scheduled program. The student-teachers could spend as much time as they wanted with the children who were divided into five groups.

With an age-range of 19 to 55, some of the student-teachers had many years teaching behind them while others had no classroom experience. Enrolment was limited so that each staff teacher had no more than 20 students. Student-teachers were encouraged to be informal, seeking advice and asking questions of other teachers in halls, the library or any other impromptu meeting places.

There were no traditional lectures with students sitting at desks. Program coordinator Elaine Mathie wanted total commitment and involvement from all.

Mrs. Ford, a mother of five children said the course stressed the importance of personal relationships between teachers and children.

"We try to support the traditional methods which are still useful but we encourage the teacher to use whatever method they are most comfortable with. We do not want to move too quickly," she said.

She praised the Department for setting up the program because she said it gave the young people the experience needed to establish more personal relationships in the classroom.

Mrs. Ford with extensive experience building up child study programs in the United States, now works for the Etobicoke Board of Education. She said cooperation is starting to grow between parents and teachers. Some



children have genuine problems stemming from family trouble or personality conflicts and teachers have to reach these children in a positive way, she said.

Art teacher Alan Linnell described his experience as thrilling because the course provided more variation, greater diversity and gave students more freedom than the traditional course.

Miss Mathie summed up the course as a step toward producing better teachers. "We aim to find a way of offering to individuals who choose teaching as a career the means of mastering their profession.

"We are concerned about the profession and recognize the fantastic responsibility now placed upon a teacher. This course shows that we are prepared to offer all the help a teacher needs," she said.

To the student-teachers, the self-motivation aspect was apparent. Vera Sitwell, who's been teaching for two years, said the course enabled her to explore her own interests a lot more than last year's program.

Noel Potts, a science consultant with the North York Board of Education, introduced a novelty when he put a bicycle in front of a group of environmental studies students. This led to a sudden out-growth of ideas relating to the bicycle. He said he chose a simple object like a bicycle because most children are familiar with them. Hundreds of ideas were listed.

Linda Sugars, with two years teaching experience and keen to start her own kindergarten class, said the course emphasized how to teach rather than what to teach. She liked the long-term planning and she said the experiment of using five teachers in one classroom was also successful.

Miss Sugars said the course was presented at an adult level and students were not spoon fed. Unlike some open-space schools, there were some boundaries, she added.







Each day of the first three weeks started with a one-hour lecture on child study organized by Mrs. Ford. Guest speakers included Dr. Andrew Biemiller, a professor of psychology at the University of Toronto who is engaged in work for the Institute of Child Study, and Dr. Joan Grusec, a psychologist with the University of Toronto's department of psychology. The final two weeks were set aside for student-teachers to pursue personal interests — such as the Farm visit.

The D'Arcy McGee school was chosen because of its open plan layout with four classrooms in a rectangular space with small adjoining areas for private study. It was the first time that an open plan had been adopted for a complete primary methods summer course.



Tilbury tunes in to the past

Reading a 167-year-old letter written by a French missionary may impress some students.

But take the students to the banks of the Thames River, to the original site of a church where the letter was written and then read it aloud. Now that has impact.

What do children think about when they read such a letter? And when the missionary is French, does the "reading" come under a French or a history lesson?

Richard Kosty, head of the history department at Tilbury District secondary school, near Windsor, may not know the answer to the first question, but he knows it's a history lesson. Of course, he needs the help of the French department so his class can translate the letter.

Tilbury, located on the border of Essex and Kent counties, is not a "famous" historical focal point, and is rarely chronicled in history texts.

Yet, it has historical community resources. Educational history is possible outside the classroom, according to Mr Kosty.

Besides the church on the Thames—St. Peter's in Tilbury East, Kent County, has the Fairfield Museum in Thamesville and Uncle Tom's Cabin in Dresden. These places are less than an hour away by bus from any school in the county, and because of their relative historical importance, they are obvious choices for 'out-of-school' learning.

In a community of 3,500 people, they might well be considered the only choices. But, according to Mr Kosty, this simply isn't true. With the help of his students, he found it easy to unearth a wealth of historical and human resources, which could be used in other lessons besides history. For example, he found:

- A man who was present at the Liberal Convention that first nominated Sir Wilfred Laurier as leader of the party—the English department wanted to interview him.
- Tecumseh Rd., a street in both Tilbury and Windsor was the path followed by

Chief Tecumseh in fleeing from the Americans during the war of 1812.

- Almost every farm area has Indian arrowheads and skinning knives in abundance buried in the dirt, making for an interesting Saturday archaeological dig.
- The town has newspapers that go back to the turn of the century, a source which could be used by the history classes or perhaps the business and commerce department could do price surveys.
- Town records that helped to explain early history but which also led the class to think that councils always deal with the same problems, no matter what the period of history.

Mr Kosty does not feel that he has exhausted all possibilities in the town. His students are finding out that their community can be a place of learning, and not only of history.

A visit to the nearby Indian reservations in Moraviantown or Walpole Island for example, would be of little value unless it included a study of Indian culture, agriculture, and an understanding of the problems facing the Indian today.

No community is without such resources Mr Kosty feels and the opportunity for combining disciplines is plain. The enthusiasm of a student for out-of-school programs, he said, spills over into the classroom through projects, reports and slides.

If community resources can be used to this extent in the small town of Tilbury, the possibilities in larger centres must be nearly unlimited he feels. He became impressed with the idea after attending a three-day experiment along these lines in Midland, a number of years ago.

At that time, the program consultant with the regional office Mrs Dorothy Stratton hoped to convince teachers from Essex, Kent, Lambton, Middlesex and Elgin counties, of the value and potential of community resources as a supplement to schooling. Mr Kosty was impressed, and started to explore his own community.



The pure and beautiful sentiments of early readers

By Catherine Price

The crumbling pages, the green-brown ink of a schoolboy's scrawl on the vellowed flyleaves have long succumbed to the chemistry of time. As for the contents, this was an age of high aspirations, of great expectations, and deserves to be judged accordingly.

This preface to a nineteenth century Ontario Reader still has the authority of time-defying optimism: "The selections will, it is believed, not only form excellent reading lessons, but also furnish the pupils with pure and beautiful sentiments, and inspire them with a love of what is good and true."

Carefully shielded from the punishments of light, dust and other conspirators of mortality, the three sets of Readers used in Ontario schools during the last century are one of the treasures of the Department of Education's Historical Collection. The Ontario Readers, authorized in 1885, are considered the first "genuinely Canadian" series of readers, although their predecessors. "The Canadian Series of Reading Books" introduced in 1867, were actually the first

readers specifically designed for Canadian schools. However, aside from the inclusion of a number of selections on Canadian topics, they retained too much of the content and tone of their originals - the Irish National Readers — to be considered a distinctly Canadian creation. The Irish National Readers were the first series in standard use and were adopted in 1846 by the Board of Education "for the use of the common schools of Upper Canada" until such time as a Canadian series could be produced.

In spite of marked differences in content and teaching techniques, all three series insisted on the principle that a student learning to read should at the same time be "acquiring a knowledge of sound moral principles, and of a vast number of important facts in History, Literature and Science." Thus moral tales, religious selections and interpreted as resignation to poverty, (including some of the more blood-chilling passages of the Old Testament), didactic poetry and "information lessons" make up

the majority of selections in all three series. Much of the poetry deals with death and the desirability of death. It is these features, coupled with a consistent disregard for literary merit, that distinguish these readers from their contemporary counterparts. In effect, direct comparisons are misleading, for the 19th century reader does not have a counterpart in our time. "In those days when household libraries of even a dozen books were uncommon," writes one apologist at the beginning of the present century, "school readers had to be at once encyclopedias, handbooks of science, literary anthologies, and treatises on ethics, religion, economics, government, and a host of other things."

In the moral tales and anecdotes, resignation to the will of God is the major recurring theme. This, of course, is variously expanded hunger, deprivation, illness, death and just about anything that may befall one through one's own stupidity. In a typical anecdote

intended to keep grade 3 pupils on the straight and narrow, a seven-year-old boy is hailed as a "philosopher" because, under the pressure of relentless questioning by a most reasonable gentleman (Satan in disguise?), he is able to find reasons for being contented with his lot. Our little philosopher informs his interrogator that he pulls weeds from six in the morning till late in the evening, but finds this occupation "almost as good as play." Sometimes he is hungry before dinner-time, but he just carries on pulling those weeds and never gives the matter a second thought. He scarcely understands the meaning of playthings, but when the term is explained to him he recalls that he is not so badly off since his brother Tom makes footballs to kick around in cold weather and he has a jumping pole and pair of stilts to walk through the dirt with and . . . oh yes, a broken hoop . . .

The desirability-of-death theme is well illustrated by a tale entitled "The Children in the Woods". The story describes the trials of two small orphans whose attractive inheritance drives their uncle-guardian to experiment with the techniques of Macbeth. However, at the crucial moment, one of the hired murderers is so touched by the sight. of "the little darlings" that he is unable to perform the deed. Instead, he kills the second murderer before the eyes of the gaping children and then abandons them in the woods. Soon it grows dark and cold, and the frightened children kneel down on the grass and pray to God. "And God heard them too," concludes the author, "for he soon took them away from all wicked men . . . The night was cold, and the wind was bleak, and their blood was so chilled that the little darlings died, and God took them as angels up to heaven."

The urge to moralize inevitably crept into most of the information lessons. The resultant mingling of "facts" and admonitions often proves a delightfully unscientific combination. A lesson on the tiger seizes the opportunity to condemn the hazardous practice of keeping wild animals as pets:

We have all found out what a rough tongue Pussy has. The tongue of the tiger is like that of a cat, but much rougher. This roughness is very useful in eating flesh and cleaning bones. Indeed, the tiger's tongue is so rough, that if it were to lick the hand, it would cause the blood to come, and if a tiger should once taste blood, it could not resist the temptation to get more... It is very well to have a pretty gentle cat as a pet in our house, but surely a tiger, however young and tame he may appear, is not a safe animal to have as a pet.

In a lesson on the beaver, the author's eagerness to moralize has inadvertently turned him into an avid enemy of wildlife preservation: "There are few animals that can teach us more useful lessons than the beaver. They use their sharp, strong teeth, and gnaw and gnaw away, until they bring down tree after tree."

A selection entitled "Presence of Mind" is doubtlessly the most entertaining example of the kind of earthly pitfall that moralizers can fall into while walking about with their eyes glued to heaven. It begins with a series of alarming questions:

What would you do were your mother to fall down in a fainting fit? Would you stand still and scream, or run out of the house, and leave her lying half dead upon the floor? Or would you have what people call 'presence of mind'?

The writer then gives an example to emulate by relating as anecdote about a little boy who showed presence of mind. One day this little boy, while walking by the side of the railway tracks (the writer doesn't question the wisdom of this practice), notices that "the rails seemed to be wrong somehow." Just as Andy (for such was his name) makes this discovery, he hears the sound of an approaching train. No need to worry: this little fellow has 'presence of mind'. Without a moment's hesitation, the author tells us, "he went and stood straight in the middle of the track, and stretched out his little arms as far apart as he could." As the train approaches, the alarmed enginedriver's whistles of warning grow louder and louder, but Andy "might have been made of stone for all the notice he took of it." Fortunately the train is able to stop in time and Andy survives to reap the rewards of his 'presence of mind':

Everybody rushed out to see the horrible death they had escaped. Ladies kissed Andy's rough freckled face, and cried over him; and the gentlemen, as they looked at their wives and children, wiped their eyes and said, "God bless the boy." And that is not all; they took out their purses and contributed a large sum of money for him. And if you wish to know where Andy is now, I will tell you. He is at college; and the people, whose lives he saved, pay his bills . . .

One thing is clear. Sex education was taboo in the days when the great matriarch, Empress of India, surveyed the instruction of her young subjects from her oval frame. The first line of a poem entitled "The Baby" raises the

controversial question, "Where did you come from, baby dear?" In spite of several explanatory stanzas, all of them containing some reference to angels, cherubs, and diverse celestial locations, the poet reiterates the great question in the last stanza, as if anticipating some dissatisfaction with his heavenly theories: "But how did you come to us, you dear?" The last and final reply has an ominous note of impatience: "God thought of you, and so I'm here."

Many of the information lessons indicate that science and prejudice were not considered mutually exclusive. Here is the first statement of a lesson on the hippopotamus: "Of all the ugly-looking animals, the hippopotamus is certainly one of the ugliest." And we can be grateful that this lesson entitled "Agriculture" was not taken seriously:

Is agriculture a repulsive pursuit? Farming has repelled many of the youth of our day, I perceive; and I glory in the fact. A boy who has received a fair common-school education and has an active inquiring mind, does not willingly consent merely to drive oxen and hold the plow . . . He will not sit down in a rude, slovenly, naked home, devoid of flowers, and trees, and books, and periodicals, and intelligent, inspiring, refining conversation, and there plod through a life of drudgery as hopeless and cheerless as any mule's.





Early readers

Continued from page 11

Time's whim plays havoc with the logic of men, and few of these writers could have suspected the ironic relevance that their "information lessons" would have for our enlightened age. In "Perils of Ballooning", the author describes a balloon trip, astronautstyle, giving detailed data on the physical sensations, temperatures and celestial phenomena encountered at different heights. At what he gauges to be 5½ miles, he begins to lose consciousness and his pilot-companion experiences all the symptoms of being frozen alive. Back on terra firma, the author records his conclusions for posterity:

It would seem from this ascent that five miles from the earth is very nearly the limit of human existence. The increased information to be obtained (by venturing to higher altitudes) is not commensurate with the increased risk,

An untitled lesson in the First Reader of the 1867 series foreshadows the days of student protest. A group of pupils, fed up with their neglected surroundings ("In sooth the school-room was a gloomy place . . .") decide to take matters into their own hands.

These boys and girls were in the mood for reform... They first went to all the people of the section and told them what a dirty state the poor old school-house was in. The trustees could not brook the storm the girls and boys had raised. They joined in with them and helped on the good work (of remodelling the school).

Nor are we spared a lesson on the evil effects of living with pollution. The writer of "The Two Breaths" makes no bones about the fate that awaits us:

... those who habitually take in the breath which has been breathed out by themselves, or by any other creature, will certainly grow up, if they grow up at all, small, weak, pale, nervous, depressed, unfit for work, and tempted continually to resort to stimulants, and perhaps become drunkards...

Oh, but how different all this must have sounded, then. 'Sounded' in the literal sense, for the pupils were taught to read aloud with "a pure tone, distinct articulation and expressive modulation . . . the three indispensable requisites in good reading' in days before telephone, microphone or gramophone, when the human voice was cherished as an instrument and left to its own resources.

The winner, by a Seneca MILE

Like Old Man River, Seneca College's MILE classrooms just keep rolling along.

MILE is the code-word for Mobile Intensive Learning Experience, a travelling school with classrooms in two large buses which covered six provinces in 29 days this summer. Next year, the classrooms may roll into Northern and Western Canada.

It was no ordinary fun trip or Cook's tour for the 75 persons with MILE, organized by Seneca project officer, Ziba Fisher. The students were working for credits toward a college diploma.

The college-on-wheels covered about 4,500 miles on land and about 200 miles on sea as it travelled through Ontario, Quebec, New Brunswick, Prince Edward Island, Nova Scotia and Newfoundland

A nurse was part of the team. Mrs. Ann Parry, besides looking after all cuts, bruises and sickness, took charge of the finances. She sent home the only two casualties, two girls with appendicitis.

Not only did the students widen their horizons by travelling half-way across Canada, they also journeyed inward and took a deep, probing look at themselves. Total immersion started from the time they left Toronto. The students observed two basic rules "No Work-No Play" and "No Bottles on Bus." Mr. Fisher, who planned the venture, had waited two years before he could put it into action. Bus seats were arranged to accommodate two and threehour seminar groups with teachers in charge of group studies. Mr. Fisher said that pedagogically, it took a lot of juggling to make the whole program feasible. For the future, he advised packaging courses to avoid conflicts and overlapping in the timetable.

"Often students became so involved with seminars on the road that they missed a lot outside. It was like waking up and finding yourself somewhere else," he said.

The trip was planned to mix fun and study but many students found it impossible to complete the work in the time available.

For instance, some students faced 450 hours of potential learning. Normally, their course would involve 156 hours classroom time spread over 14 weeks.

Each student chose two of nine courses available in Canadian studies and natural sciences.

They were divided into groups of eight for the subjects which included the sociology, arts and regional history of Eastern Canada, the use and abuse of natural resources and the emphatic understanding of regional cultures. Eight teachers accompanied the students. The students who undertook the trip were studying toward course credits. They each paid \$130 to cover expenses.

At all times students were encouraged to use initiative. They made full use of the MILE library and continually exchanged books to utilize their own resources. The most up-to-date audiovisual equipment was also used including a 27-minute documentary film and two shorter films, all in 16mm color.

To help communications en route, an editorial staff prepared, mimeographed and distributed program schedules.

The students also had a taste of politics by interviewing the Minister of Northern Development and Indian Affairs Jean Chretien and the premiers of New Brunswick, Prince Edward Island and Nova Scotia. They met the president of the United Miners Union, Bull Marsh and had a "bearpit" discussion with him at the miners' museum in Glace Bay, Nova Scotia.

At Harrington, a typical Prince Edward Island community, the local women's institute dined with students who thanked their hosts in 14 languages including Spanish, Italian, Polish, Hindi, Russian, Hebrew, French and English.

MILERS were ready to handle any emergency. They set up a contingency fund and an open hotline to the college. A car went with the two buses and an aircraft was also available if needed.

During the students' trek through the Cabot Trail some of Seneca's administrative staff decided to "get in on the act". They flew over the trail, buzzed the bus from the air and later took part in the instruction.

Accommodation posed no problems. The students were billeted in schools, universities, and occasionally hotels. They spent six nights in seminaries and two nights on boats travelling to Newfoundland.

Sociology teacher Frank Longstaff said MILE provided students and teachers with a strong means of bringing people together and everyone really helped each other for 29 days.

Don Lake, a general arts and science student, described the experience as an exercise in self-development. It impressed upon him the plight of other people and it enabled him to see his own faults and those of others more clearly.

On the return trip, several days were set aside for solitary thinking when the students contemplated their progress.

Some students prepared an essay and all compiled a private journal of the trip.

Next year's MILE itinerary will be decided after the college examines recommendations and reports from students and project officials. All MILERS will attend a re-evaluation session Sept. 25. □



Linda Ludberg and Brent Young on a steam locomotive in Glace Bay, Nova Scotia.

Youth centresthe swinging summer schools By Klaus Stolte

Schools were havens this summer for many of Ontario's secondary school students.

High unemployment left many students without a traditional summer occupation, and tight money enlarged this problem by curtailing holiday travel.

Many students set out to hitch-hike to the West Coast, or follow the trail of rock festivals across the continent. But a far greater number found themselves in their home community with little or nothing to do.

Either by coincidence, or as a result of this vacuum, a new phenomenon bubbled to the surface: youth centres in the schools.

For the most part, they grew out of the fruitful cooperation between young and old, between the idealistic and the experienced.

In Collingwood, for example, a group of teenagers founded the Collingwood Youth Centre at Victoria elementary school and elected Herb Burnett president of the board of directors. Building on the ground work of outgoing president David Wilkinson, Herb sought and got the cooperation of the Collingwood Town Council, the Collingwood police, the Collingwood Recreation Centre and the Orillia office of the Alcoholism and Drug Addiction Research Foundation of Ontario.

Armed with recommendations from these bodies, and accompanied by several of their representatives and students, Herb Burnett went to Barrie to appeal for the use of a school before the Simcoe County Board of Education.

The Simcoe board was convinced by the arsenal of support, and agreed to let students have two rooms at Victoria school for \$35 a day to cover the cost of maintenance.

"They said that they couldn't set a precedent in allowing us to use the school without the supervision of an employee of the board," Herb explained. Again cooperation of adults helped to overcome this problem. Collingwood teachers offered to take turns attending the centre, thereby complying with the board rule and saving the youths high cost.

During the summer the Collingwood centre used the two classrooms — one transformed into a comfortable lounge, the other into a games room, complete with ping-pong (table tennis), miniature hockey and billiards — from 7 p.m. until midnight, with longer hours during weekends.

The key to the school had to be picked up and returned to the police station every night. "We've had no complaints at all from the centre," said a police spokesman.

Working closely with Herb and the students was Rich MacLachlin, a summer field worker for the addiction and research foundation. "We haven't had any problem with drugs in the centre," he said. "The kids know that we don't allow them to push or take anything here." Mr. MacLachlin, a Toronto graduate medical student, saw the centre as a welcome contrast to the scene at nearby Wasaga Beach, where he said close to 30,000 youngsters congregated every summer weekend.

The Collingwood centre has turned the youthful enthusiasm of its 200 members towards constructive ends. It organized a "Battle of the Bands" in July, and gladly accepted the offer of a local boutique owner to convert a backroom into a teenage clothing shop. The club will retain 10 per cent of anything it sells.

"We're now working towards a permanent centre," said Herb. He has had assurances from some members of the Collingwood Town Council, that teenagers will find a home in the King George Public School next year. The school was purchased from the school board by the town and plans are to turn it into a recreation centre for the community.

Another approach to youth centres was tried in Toronto, where YMCA obtained the use of three secondary schools this summer, Oakwood Maurice Cody, and North Toronto collegiates.

Barry Tulip, YMCA director for the last two centres, organized an impressive program for youth centre visitors.

"I used to work as the testworker for the 'Y', walking the streets," he said. "That's when I realized that there simply aren't any recreation facilities for kids."

He now has working with him three summer workers from the addiction and research foundation, a staff member from the Youth and Recreation Branch of the Ontario Department of Education, and a part-time worker from the North Toronto Youth Project, a group set up by various churches in the community.

His salary is paid by the YMCA, which also pays half the salary of another worker.

The North York Collegiate School was open from 3 p.m. until 10 p.m., during the week,



and until 11.30 p.m. on Fridays and Saturdays Mr. Tulip has organized artist workshops with a qualified instructor, as well as metal workshops. An employee in educational television is helping youngsters in various film-making projects.

Cathy Patch, a University of Toronto psychology graduate, conducted psychology seminars. "We're having rap sessions twice a week," she said.

"We also organized seminar sessions," Mr. Tulip said, "where we tried to bring in the so-called 'unreachables'; the mayor, the police chief, members from Pollution Probe, the new Director of Education for Toronto (R.E. Jones), and representatives from Zero Population Growth." The youths chose the topics to be discussed in these seminars.

Then there were weekly music festivals with professional groups, sponsored by the Musicia Union sensitivity training sessions. Once a week the centre had a full-feature movie.

The auditorium is open every night for jam sessions, where kids with a guitar can come in and use the equipment we have here," he added.

The centre also has a bus for field trips, or to bring in members of other centres for special occasions.

In a community-oriented project, the youngsters organized a drive to donate 500 pints of blood to the Red Cross.

"It's a terrific success, the whole project," Mr. Tulip said with satisfaction. He was disappointed, however, that teachers failed to take an interest in the centre. "We didn't have one come down and look into the centre," he complained.

"I'm hoping that this centre can go on all year round, because the need doesn't exist only in the summer."

A year of success for Moosonee centre

By John Gillies



June 15, 1969, the auditorium of the Moosonee Education Centre is packed. Minister of Education William G. Davis officially opens the \$3.5 million building, an imposing structure that contrasts sharply with the others vocational training program in which the in this community 12 miles south of James

June 15, 1970 - one year later - is the concept working? Is it meeting the educational and cultural needs of the people of the James Bay region and in particular is it reaching the area's Cree-speaking people who make up the majority of the community's 2,000 residents? Those connected with the Centre think it is working.



It is a hot summer's night, 85 degrees in the well equipped gymnasium. Half-a-dozen boys, white and Indian, play floor hockey, raising their sticks over their heads in the traditional signal of a goal after blasting a shot into the

In one corner three other boys try high jumping, hurtling over the bar into a pile of foam rubber.

"They had never even seen this equipment before," said Dusty Miller their instructor. Mr. Miller, who is stationed with the Canadian Forces at the Moosonee radar base, spends four evenings a week as a part-time instructor at the Centre.

"Winter nights I'd have 125 boys in here but now that the good weather and fishing has returned it drops off," he said.

James Schnurr, the MEC Director, believes in the concept and believes it is working. He has been in the north for 20 years and with the Centre since the beginning threeand-a-half years ago when a partial program was started in temporary quarters. But after seeing the Centre through its birth pains he came south this month to a post as principal of a large secondary school in Burlington.

He has great faith in the Centre and the people it is designed to serve.

He notes with pride the case of two boys who came to the Centre from the Fort Albany region. One was headed for reform school and the other had been thrown out of

every school he ever attended. At the Centre, with its many resources and smaller class sizes, both boys are doing well.

One of the Centre's unique programs is a students work on projects in cooperation with the Moosonee Area Development Board, using its skills to improve the community.

Under the program, trainees in the heavy equipment course took the advanced phase of their course and built a road to Moosonee's new airstrip.

Another success story is that of Sammy Chum who took some welding as part of his construction laborer course. Sammy went on to Toronto's George Brown College, completed his training as a welder, standing first in his class and earning the school medal. He is now working for the Ontario Hydro at its Pickering plant.

There are others. Glen Carey took the special academic upgrading class at the Centre, worked on his grade 10 through Department correspondence courses then entered George Brown College, completing his course this year. Emily Wesley, another member of the special academic upgrading course, started grade 9 through correspondence courses and is now attending secondary school in Ottawa.

David Mitchell followed the same route and is now enrolled at the Radio College of Canada while Marie Ovnne went to Toronto's Western Business College after the special academic class and is now working as a stenographer for Austin Airways.

Successful as the Centre is Mr. Schnurr admits there is still a long way to go.

"Sure, maybe we are not getting the response from the Indian parents in the 30-to-35 yearold age group that possibly we should be getting but we are making yards and I am sure it will improve as time goes on."

The Centre is busy all year, nursery school and night school is held in the winter, summer courses are conducted during July and August and the library is open evenings and weekends. And all activities are being used to a greater extent by the people of the community. In all, more than 600 residents use the Centre on a regular basis.





In the April issue of New Dimensions, Ronald Pronger, Glenwood Public School, Windsor, submitted a letter to Write-in asking "How big is the word 'social' in our social studies program?" His letter brought a number of replies during the summer, three of which are published here

To the editor:

When I read Ron Pronger's letter regarding the prevalent approach to the teaching of social studies I felt a sense of gratification inasmuch as Mr. Pronger was a student of mine at London Teachers' College a few years ago. I was also pleased to find that he was attempting to bring attention to a matter which has long been a source of irritation to me.

That is the seeming refusal and/or inability of so many teachers to approach social studies from something more than the pedantic accumulation of dates and facts. I would not likely have written this letter had I not, quite by accident, read an article in the Windsor Star (Mr. Pronger's home-town newspaper) in which it was mentioned that Mr. Pronger's colleagues were aroused by his progressive comments. Our profession is too much characterized by the cautious non-rockers of the good old "S. S. Status Quo".

Mr. Pronger's protests are not new, as he would likely admit, but what he says regarding the teaching of social studies needs to be repeated again and again until more teachers begin to comprehend their proper role in this area of the curriculum. The approach, as Mr. Pronger outlines it, was the visionary dream of Thornton Mustard, an official in the Curriculum Branch of the Department of Education who went to an untimely death in the liner "Athenia" in the early months of World War II. For him social studies was to be a study of man and his struggle with his environment - geographical, economic, cultural and political.

If Mr. Pronger's "peers" (as the Windsor Star refers to them) would take heed of his remarks and do some conscientious soulsearching they might find themselves on the threshold of a vastly more soul-satisfying teaching adventure.

J. F. Laforet, B.A., M.Ed.

Department of Philosophy in Education, Toronto Teachers' College

To the editor:

According to the Concise Oxford Dictionary the word "social" means concerned with the mutual relations of men or classes of men. Social Studies should be so oriented. As suggested by a writer in "Write-In" in April/70 we must step out of the past, we must broaden our view, and particularly we must forget those dull, teacher-oriented methods as we involved the students in our new lessons. All excellent but why decry the old — did not Socrates and all his followers, that is all good teachers and surely there were many, — do just what our writer asks?

The good teacher in all eras of history used psychology in his lessons — he looked to the future and he built upon the knowledge of those men who preceded him

It is too little to decry the old days, to throw them aside, and to spread a gospel of methodology not yet widely enough tested to be proven. Do not destroy the foundations of time but rather work to strengthen these and build upon them. True all was not perfect yesterday nor today but hopefully it will be better tomorrow. Is it not better if we build upon these strengths of the past?

I do not take exception to the writer's remarks except in the "implication" so often seen today, that all that is old is dross. Much may be gold. Unless we build on a solid base we will be reminded of a verse which goes something like this:

Safe upon the solid rock My gloomy castle stands Come and see my shining palace Built upon the sands.

Somewhere in between may be the answer. \Box

D. G. Dewar

Principal
Lord Roberts Public School
Scarborough

To the editor:

This letter is in reply to that of Mr. Pronger which appeared in your last edition. May we say that his letter must rank as one of the most ill-advised compositions ever directed to our attention, because it is not an indictment of history or geography — but of Mr. Pronger and/or his social studies staff

The facts of the past, whether of man's cultural, political, economic, social or environmental struggles and achievements are germane to the present because they explain what is, therefore lead the way to a better understanding of what is to become Good history and geography, well taught, do this. The introduction of psychology, political science, sociology and anthropology (all complex disciplines) solves no problems. Moreover, if the persons teaching history and geography in your school, or any school, know so little of these subjects that they make them dull, then we would suggest that unless they mastered the subjects proposed by you, the end result would be the same.

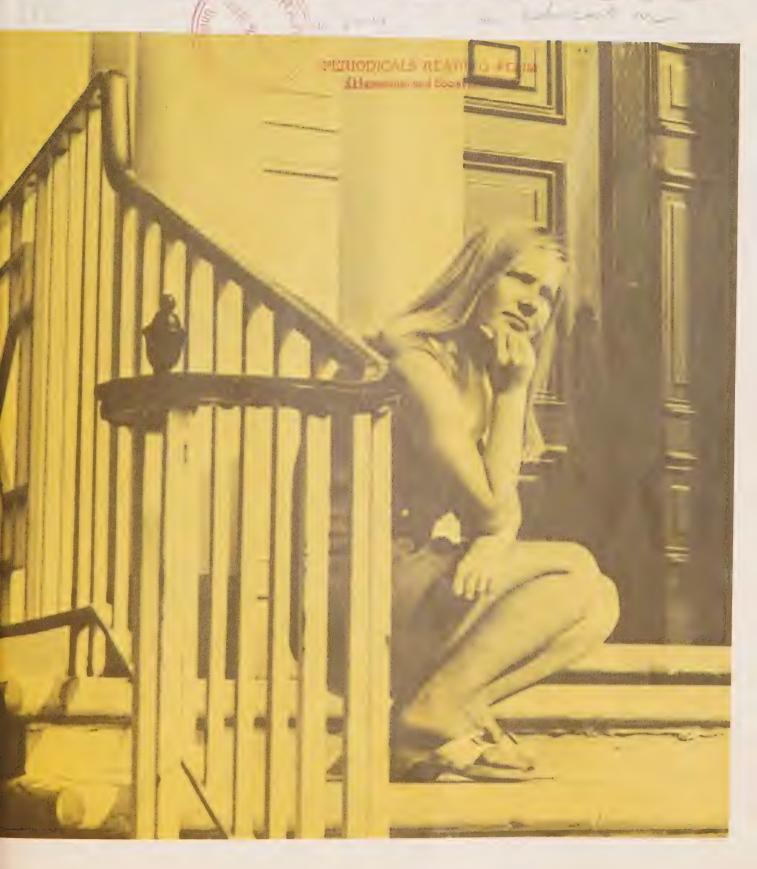
Moreover your letter raises other interesting points:

- 1 What proof do you have that 25-to-30-year-old methods are close to universal in our elementary schools?
- 2 What proof do you have that "in most classrooms," history and geography are presented in a dull fashion?
- 3 What do you mean by "facts taught in the past . . . ?" This certainly requires some explanation. Do you mean "facts taught of the past . . . ?" If so, your objection has been answered.

Lastly, in many schools that we are acquainted with, history and geography are not "dying on their feet" — but are undergoing more revolutionary changes of approach than in many other subject and discipline areas, and have been for some time; and would suggest interest in them is growing, not the reverse.

D. W. Blackwood Head, Department of History

W. E. Derry Head, Department of Geography Jarvis Collegiate Institute, Toronto. new dimensions



new dimensions

October 1970

Volume 5, Number 4

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407

Editor, Pat Sherbin
Assistant editor, Louise Rachlis
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,

Authorized as second class mail by the Post Office Department, Ottawa, Second Class

Assistant Director, John Gillies.

mail registration number 1914.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

You can obtain reprints in minimum quantities of 100, of any article that appears in *New Dimensions*. Prices are available on request by writing to the Editor at the above address.

Cover story	3
Two new teachers in Nairn Centre	4
Back to teacher's college	5
ESES, exploring a child's world	6
A new grammar book	7
A great deal gained in 40 years	8
What to do with a raindrop recess	10
How one school broke a classroom impasse	11
The Barrie Band wins again	14
The 240-mile trip from home to school	15
Recent and relevant	16

COMING EVENTS

OCTOBER

- 19-21 Canadian Society for Education through Art, Westbury Hotel, Toronto.
- 22-24 Canadian Education Showplace, Canadian National Exhibition.
- 25-29 Canadian Council on Children and Youth and Vanier Institute of the Family National Conference on the impact of the environment, Winnipeg (Milieu 70).
- 29-30 Canadian Association of Sports Sciences, Quebec City, Quebec.

31-

- Nov 2 Canadian Association of Science Teachers and Science Teachers Association of Ontario conference in Toronto.
- 30-31 Council for Childhood Education annual conference, Queen Elizabeth, Montreal.

NOVEMBER

10-12 Canadian Commission for the Community Colleges, The Colleges Assembly — Chateau Laurier, Ottawa.

A one-day seminar of the Association for Ed cational Data Systems will be held at the Alt house College of Education, University of Western Ontario, London, Nov. 14.



As many first-year teachers are now discovering, teaching rarely comes naturally. Even police departments throughout the province send their men to Ontario Department of Education teachers' colleges for one-week "teaching methods" training to help them teach traffic safety to Ontario pupils. October Dimensions deals with some of the problems of beginning teachers, but we hope that veteran teachers will also get something out of this issue. Above, grade 5 teacher Jeannie McLaren tries out her newlyacquired skills in a discussion with one of her pupils, Donald Denaburg. Jeannie, our cover girl, teaches at West Preparatory Public School, Toronto.

Two new teachers learn a lesson

By Lester Hanson

With a new job in a new town and a new wife, Ron McKenzie, 22, a new teacher, could hardly be blamed for being nervous.

"It's like moving into a new house," he said as he took his first class at Nairn Centre Public School near Sudbury.

Ron faced some nervous moments, but he wasn't alone. In the next room, 20-year-old Heather Jean Seitz, also fresh out of teachers' college, was taking her first kindergarten class.

When Ron first walked into his class of 31, the only reception was a stony silence. To ease the tension as the children scrutinized him, Ron introduced himself, talked about his background and told them what he had done during the summer.

Then reversing the role, he had the children tell him about interesting things they had done. It worked. Within 20 minutes, the class was relaxed.

Heather had some help in getting over her first day jitters. She admitted she was worried for days before and did not sleep the night before school opened. But, up at 6:30 a.m., she forgot her nervousness and set out to work. Supply teacher Dorothy Nelmes, who knows some of the children and families in the area, gave Heather "valuable advice."

Nairn Centre school, tucked away on a quiet street off Highway 17 between Sudbury and Espanola, has 150 pupils, from kindergarten to grade 8. Principal Barry Bourne made sure the first day of school was a happy one for everybody — school ended at noon, the pupils went home and the teachers stayed to

discuss their experiences and plan the next day's schedule at a staff meeting.

Heather said the first four hours of her first class were important from a discipline viewpoint.

"My biggest problem was getting the children to be quiet. About four of them wanted to talk and talk."

"Dorothy was a great help. She knew what games the children played and this helped to calm them down. Actually it takes three or four days to judge the class properly because, initially, the bad children are on their best behavior. I will allow about two weeks to assess how the class will perform. That's after the newness has worn off."

Although Heather expected the children to be shy at first, they dashed straight for the toys on the shelves. However, two boys in the class of 14 girls and eight boys, were reluctant to join the activity. One lad, who missed his mother, cried for most of the morning and another sat outside the grade 3 classroom where his brother was being taught.

With 31 older children, Ron faced a different situation. All were eager to assert themselves except two newcomers from Newfoundland who took time to settle down. To get the class involved, Ron had them draw lots for jobs such as cleaning, dusting and updating bulletin boards.

Both Ron and Heather expressed surprise at the children's general knowledge. In fact, Heather says her five-year-olds are so advanced she may finish her program by October or November. "What then?" she laughed.

On current events, Ron discovered his class up to date. "They know everything from the front page through to the sports and obituaries," he said. Ron favors the open concept teaching method and wants his pupils to develop their own techniques for research.

He has gathered resource material such as magazines and charts on the phases of the moon to aid studies in geography, astronomy, and current events.



Heather Jean Seitz

Both teachers praised the staff and the principal, whom they described as helpful and easy-going. They noted that flexibility is the key to Nairn Centre's teaching program.

"The atmosphere and discipline are better in a country school where children get to know the teachers both inside and outside the classroom," Heather said. "Here the children see their teachers skating at night and they regard them in the same way as their own moms and dads which, of course, means more respect for the teachers.

"My experience in Toronto shows that city teachers do not get the same cooperation from children because they do not get to know them nearly as well."

Heather had been busy since mid-June preparing for her first day. She attended a fiveweek summer course at D'Arcy McGee Separate School in west Toronto. Then, in



The first day for teacher and pupil

mid-August, she ordered paintings, desks, toys and cupboards for the class.

Ron spent weeks inspecting the school's audio-visual equipment and textbooks, organizing programs and setting up bulletin boards. During the summer he worked night-shift at the Espanola pulp and paper mill. He was married Aug. 22.

Heather and Ron said they would like to spend one year teaching in a larger city to experience the difference in atmosphere. But, they added, they would always return to the north.

Next year, Ron plans to take two university courses and, eventually, he hopes to take one year's rest from primary teaching to attend university. Heather's goal is to gain her Primary 2. Later, she plans one year away from teaching to study for her Primary Specialist's certificate at Toronto Teachers' College.



To teachers' college and back By Louise Rachlis

"You're frightened, excited and nervous all at once," Jim Waligun mused, remembering his first year as a teacher. "You tend to do too much for your pupils... Later on you make much more of every learning situation. You don't over-organize and over-plan."

With the memory of those first years still fresh in his mind, Jim is the first to admit that "in one short year at teachers' college, you can't teach everybody everything. You can just help them acquire a personal philosophy, and help them find the direction in which they want to go."

Ten years ago, Jim graduated from Lakeshore Teachers' College. He is now a master at Toronto Teachers' College in educational and developmental psychology.

His own introduction to teaching was full of surprises. "I always thought I'd teach the higher grades, and then they offered me

Are you afraid of teaching physical education?

You shouldn't be. It's only a question of "breaking things down into analytical steps before you learn the whole skill."

That's the advice of Don Blue, a master at Toronto Teachers' College. "Many of my student teachers haven't had formal physical education for several years," he said. "They're very worried about their own skills. I tell them their teaching skills are much more important."

He considers the most challenging aspect of teaching physical education to be the large classes. "It's hard to give individual help with 30 or 40 students."

"The most important thing in working with large numbers is to improvise. Use soft basketballs for volleyballs if there aren't enough to go around."

grades 1 to 4 at a new school which didn't even have a kindergarten."

It was the children's first year at the school as well as his. "I learned fast," he laughed.

In two-year spurts, he moved from St. Mary's Separate School, in Maidstone Township, 12 miles outside Windsor, to principal of a two-room school in the same area, to Toronto where he taught grade 7 and then science, and last year to Toronto Teachers' College.

One of the main things he has learned, and tells his student teachers, is to "know your students as well as you can. Because city teachers often don't live near their school, they don't know their school area as well as teachers in a smaller community. I think they should take a long walk through their area; meet the community and the parents at different levels. Be interested in them.

"A teacher starts out wondering how involved he should become in the problems of the community. Although it's a purely personal decision, the most effective teachers I have known have been involved."

That tough first year also determines whether or not you have really picked the right career. "When I went into teaching, I wasn't sure if I was cut out for it," he readily admits. "But I couldn't afford to go to university, and I figured this was one way to pay my own way. Year by year, I enjoyed it more and more."

He feels that one reason he enjoyed teaching was the "positive reinforcement provided by pupils in the primary grades."

He was overwhelmed by their sincerity and enthusiasm. "Some of the best teaching takes place at the primary level. As you go

higher, you can always fall back on the previous grades to find an explanation in easier terms."

Although he was advised not to take a university course during his hectic first year, he steadfastly pursued an arts program parttime for the next six years, primarily at the University of Western Ontario.

"Around exam time, it's pretty rough," he said. "But you know that if you keep on going, you'll soon be finished. I was quite sure of the goals I'd set for myself." He is now working on a Master of Education degree at the Ontario Institute for Studies in Education.

He says the main secret of combining teaching and university courses is: "keep your energy level up by being interested. Personally, I'm a positive person. I try to find more of what I like in a course than dislike. I think most teachers are that way."



Jim Waligun

A child's world and welcome to it

Paul Park doesn't want the whole world in his hands — just the whole world in his classroom.

Professor Park, of the University of Western Ontario's Althouse College of Education, London, is head of the Early School Environment Study program which was awarded a \$237,000 grant from the Ford Foundation.

The basic idea of the study is that a child's world is not limited to the four walls of a classroom. A child sees and learns things on the "outside" — at home, in the neighborhood, at play, even walking to and from school. It's this world that Professor Park and his assistants want to bring into the classroom.

And the ESES team — Professor Park, Mary Van Spronsen and Doug Yarranton — are more than willing to bring this world to the teachers.





The initial study was started more than two years ago when Professor Park designed a practical testing of the Nuffield junior science program first conducted in Britain. This program used a child's natural curiosity as a starting point in learning.

Sponsored by the Ontario Institute for Studies in Education, the program was supposed to end in July. But the work of Professor Park and his group of 10 teachers attracted the attention of the Ford Foundation.

The foundation wanted to know where the study could go next. Professor Park felt it was "great to go into a workshop and give the teachers material but when the teacher went back there was a declining interest . . . there was no one to talk to.

"And the principals would come up and say that we were producing materials for the teachers but nothing for the principals. The principals didn't know about the study, or the materials, and out of frustration, lack of knowledge and so on, they would be unable to help the teacher." He wanted to develop the program from that stage, the foundation agreed and the grant was given.

It was the first time that the American foundation sponsored an Ontario education study. Professor Park said he is more than grateful to OISE for helping with the program.

"I think personally that all credit and support should go to Dr. (Ken) Prueter and the office of field development (at OISE)."

With the grant, the study moves out of the individual classrooms and into schools in southwestern Ontario — Chesley Avenue Public School, London; South Perth Centennial Public School, Perth, and Ekcoe Central Public School, Glencoe. The summer workshop staff, with principals and teachers from the original team and the three schools, provide the staff for this year's workshops.

The workshops are based on the P1J1 course of studies. After the teachers find an area of interest and work on it, the next step is "Okay, that's what you're interested in, but what about the kids? What are they interested in?"

The ESES team will provide all the material for a workshop, but the school must pay the travelling expenses. All arrangements are made through any one of the three members of the team at Althouse. If requested, the school can also be put on the mailing list for newsletters and reports.

Professor Park said he and the others would be "delighted" to give any information they can.

To understand the purpose of the program i

is best to describe how these workshops operate.

Professor Park says that they assume money is not available for expensive materials, and so start with materials that can be found around the home.

One of the most popular items of interest to women teachers has been nylons. Why do some run easily, why do some last longer? How are they made? What's the difference between expensive and cheap ones? It was up to the teachers to investigate and find out anything they could.

"Teachers got involved in things they had never done before by using these materials. For instance, one or two teachers wanted to know something about fishing lines. They spent the whole day doing experiments.

"Kids are like this and adults are too - once they let their hair down."

To get the teachers going, the workshop generally starts with the teachers choosing something of interest from tables loaded with common items. These starting points include hair sprays, marbles, cigarets, waxes, mousetraps, spices, instant coffee, razor blades - almost anything and everything that can be found around the house.

The ESES team tries to get the principals and teachers to work together so that the principal has the experience of the teacher. About six weeks after a workshop there is a followup visit to see how the ideas are working out in the class.

The follow-up visit is necessary because although the premise is simple - get the students working on things they are interested in — it is not a magic formula.

"You have to work for at least three months at it," says Mary Van Spronsen. "You can't get it going right away."

And it doesn't mean the end of formal lessons in the school.

"It's not a pure research program in any sense of the word," Professor Park emphasizes. "We never set out to develop a curriculum. The Department has done that; we're seeing what we can do to help teach the curriculum already established. The main point is the acceptance of the child's interest. We haven't tackled this way of working to replace the regular school program. The formal lessons still have to be taught."

As well as developing workshops, the group is also preparing back-up material such as films, books, film strips and records. Teachers and principals who cannot or do not want to arrange a workshop may get this material by writing the ESES members at Althouse College, 1137 Western Road, London,

The old grammar ain't what it used to be

The old grammar book has been put back on the shelf and families are joining in the fun of writing - thanks to two secondary school English teachers, The teachers, Robert Livesey and Bruce Archer, have come up with a 122-page, soft-covered text called *Incentives* which uses timely topics to encourage students to write. And in some cases, even parents have tried the assignments, making writing a family game.

Incentives takes present-day events and situations to a certain point, and then asks students to express thoughts, ideas and feelings. It's still English composition, but without limitations. The book is recommended for grades 7 to 10, but Mr. Livesey says it is also used by students in grades 12 to 13.

It has already sold several thousand copies across Canada and some Ontario colleges of applied arts and technology are using it as part of their English courses. Mr. Livesey and Mr. Archer have seen and experienced much of the material included in their book.

Mr. Livesey, who teaches at the Thomas L. Kennedy Secondary School in Mississauga, began his career at Sharbot Lake, north of Kingston. He has taught in many different schools in Ontario, Quebec, Manitoba and British Columbia. Before he went to Kennedy, he spent one year writing for his own enjoyment. He says he finds much selfrevelation in writing. His latest project is a new textbook on poetry which he describes as "radically different."

Mr. Archer taught at the Sir Wilfred Laurier Collegiate Institute in Scarborough, then spent one year working for the Ontario Teachers' Federation. He and his family recently left for South Africa where Mr. Archer is teaching and coordinating English courses in a project for the federal Department of External Affairs.

The book took about one year to complete after exhaustive work gathering, examining, selecting and rejecting material. Art director and designer John Zehethofer designed the book in 10 days once the material had been processed.

The material ranges from a nuclear bomb shelter, a party, a baby's room and an accident, to advertising, drama, poetry, and letters to lovelorn columnists. Each section ends with a list of thoughts and projects relating to the subject.

From the first page, students are encouraged to think. The subhead under the title is

printed backwards. It reads in reverse: "What I didn't do during my summer holidays."

The foreword states: "Take the sections in this book in any order you wish. There is a wide variety of choice within each section but do not confine yourself to those suggestions - use any other ideas that you or your group can think of and would like to experiment with.

"Above all, write for yourself, not for marks or for other people, although you would be wise to listen to others' comments and suggestions about your work."

Rather than having the teacher telling students to turn to page . . . and start exercise . . ., students are free to choose their own subjects and approach it in the way they think best.

"We encourage the student to think by taking him to a jumping off point", Mr. Livesey said. "We do not force a response.

"The students do not think of writing as work. It's all play. Intrigued by a situation, the student finds out facts for himself, and then makes a judgment."

Incentives starts off with "the nuclear bomb shelter." The first sentence reads: Atomic war has broken out and 12 people have gathered in a bomb shelter."

The narrative tells how seven people must be turned out of the shelter and exposed to certain death in the contaminated atmosphere. Who should stay?

Profiles of each person are given, along with a suggested list of thoughts and projects. A suggestion is to have students represent each of the characters described. In one paragraph, students are advised to list the reasons why they should remain in the shelter. After the characters have presented their case, the rest of the class must decide who they would pick to remain in the shelter. The answers are set out in short explanations which are read to the class.

Other projects include writing a paragraph describing the world that would face the survivors, and problems that would face a group of people forced to live together in a small shelter for a long period.

Mr. Livesey says some answers may give teachers deeper insights into the students' characters.

Both authors practise what they preach. They used many of the ideas in Incentives for four years before the book was published, and tested each idea in the classroom.

Agreat deal lost, a great deal ganeat

By Catherine Price

It's one of those small Ontario towns where the white-porched houses, still and deserted in the fly-buzzing heat of a rural summer, cast their long shadows onto the black stream of the highway. Here and there a pensive raker of leaves will look up at the sound of your car and you can bet he'll know where Miss Dobie lives. After all . . . she's been a teacher in these parts for 40 years.

'These parts' are the town of Glencoe and its surrounding farmlands. Marion Dobie's grandfather was one of the pioneer settlers of the area and she in turn exhibited the ancestral spirit of determination when she embarked on a teaching career in defiance of an ominous forecast. She entered normal school in 1929, at the onset of the Great Depression, "when jobs were scarce and teachers were a dime a dozen."

When she graduated one year later, matters had not improved and "there was nowhere to go but home." There, she was welcomed by her community and was hired to teach in the one-room schoolhouse she herself attended – at the then princely sum of \$1,000 per annum. There she remained for the next $37\frac{1}{2}$ years, ministering to the educational needs of successive generations.

For the past two-and-a-half years, Miss Dobie has been teaching at Ekcoe Central School, the modern successor of the oneroom schoolhouse which was once a church and is now a community centre.

Although she admits that she is bound to the past by many nostalgic ties, Miss Dobie is quick to emphasize that with regard to education she does not side with the past or present. "We have gained a great deal and we have lost a great deal," she says.

This balanced view is based not only on many years of teaching experience but a vigilant awareness of new developments, for Miss Dobie takes summer courses regularly and attends conferences and workshops whenever possible. "We have made invaluable advances in terms of techniques, programs and facilities," she states. "But we have suffered invaluable losses in terms of the human element. Today's school is a much more impersonal institution, and many students feel alienated both from their teachers and their peers." Which is the more important - the gain or the loss - depends on one's personal outlook. "Speaking for myself," says Miss Dobie, "I believe that it's more important for a child to feel at home in his world than to be terribly knowledgeable about it."

Although the alienation syndrome is more prevalent in big-city schools, she feels the trend toward impersonalization has penetrated to the rural school. Miss Dobie feels that specialization — "in itself an excellent



thing" - has eliminated a very valuable kind of relationship between teacher and pupil. "A teacher who specializes in a couple of subjects never gets to spend enough time with her pupils to get to know them properly," she points out. "In the old days, you got to know each pupil in a very personal way - his needs, his strengths, his weaknesses. This had very constructive results in teaching."

Moreover, this personal relationship had the added advantage of eliminating discipline problems she said. Knowing every child as an individual enabled the teacher to deal with him according to his personality needs. "With some of them a little praise would do wonders," recalls Miss Dobie. "Others just needed a good scolding."

She has always believed that the teacher's role is to motivate, to pass on ideas. After that, the child's imagination should be allowed to take over. "Children learn best by working things out for themselves, at their own speed and in their own way. All the teacher should do is guide - not indoctrinate."

Nor did she stop - 40 years ago - at encouraging her charges to learn by doing their own thing. She took them out on field trips, an unorthodox practice that sometimes aroused the wrath of the neighborhood.

"They all thought I was crazy, gallivanting

about the fields and woods with the children when we should have been poring over our books," she recalls with amusement. "They just couldn't conceive of learning outside the walls of the schoolroom."

After a few years' teaching, she began to experiment with breaking down the traditional barriers that compartmentalize subjects. "If an idea that popped up in social studies led us into art or nature studies, we would pursue it and explore it in the new context," she explains. "Art, nature, history, language - these are not separate things in life. So why make these false divisions when we are teaching for life?"

The focus on the present, however, has not obscured the reality of the past and Miss Dobie often reminisces on the trying charms of the old schoolhouse days. She recalls with fond amusement the pseudo-scientific rituals devised by her class to extract water from a well that had the irritating habit of falling victim to the laws of nature in subzero temperatures - their antics to modulate the ardors of the iron stove ("we were either roasting or freezing") — the outhouses ("one on each corner of the schoolyard to keep the sexes segregated") where you weren't exactly given to meditation when the snow was ankle-deep — 'Arbour Day' in May when the boys would rake the schoolyard lawn and the girls flood the schoolroom with suds and hot water, all singing at their work,

in days unfettered by the demands of modern sophistication.

One of her keenest regrets is that today's children, like their parents, have lost the art of enjoying solitude. "Children, even more than adults, need time to be by themselves," she says. "Today's kids have too many interests. The moment school's out they're rushing off to dancing class, or music lessons, or hockey practice or goodness knows what. You never see a child just gazing into a puddle anymore."

And she feels that mechanization has deprived children of many simple experiences which were once a source of pleasure. "Drawing water from the schoolyard well, getting a hearty blaze going in the old iron stove these weren't chores to children," she says. "They were full of fun and vigor and enjoyed things so much more. Today, everything's been made too easy and this tends to make children apathetic. They just haven't got the same zest for life."

At 59, Miss Dobie seems to have lost none of her zest for life — or teaching. This September she returned to Ekcoe Central School as its new vice-principal.

"Oh, I'm not through yet," she laughs. Then growing suddenly wistful, she adds, "But some day I'll quit. Some day, when I have nothing more to contribute."

Marion Dobie and the class of 1936



Raindrop recesses

By Pat Sherbin

Into each teacher's life, some rain must fall ... during recess. And as the song says, you "ain't gonna stop the rain by complaining," so teachers might as well get used to the idea that at some time or another the children will have to be kept amused and busy during an indoor recess.

There is no set method or activity for making a successful indoor recess, but experienced teachers have, over the years, devised a number of ways to keep their pupils happy and in some cases, even looking forward to the rainy days because they're fun.

John Rauh, principal of St. Thomas Separate School, Sudbury, says that one of the things he does is conduct games in the school gymnasium. "I'll have a basketball game with the senior boys versus the senior girls . . . high interest activities."

Mr. Rauh discussed rainy recesses with teachers and superintendents throughout the Sudbury and District Separate School system and said that all agreed that the activity inside should have the same result as a regular outdoor recess . . . pleasure. (His art teacher, Sonya Dunn, calls it "Raindrop Recess.")

In the survey, the Sudbury teachers came up with numerous suggestions. For the gymnasium area, they felt exhibition games were fun. Films, dramas, plays, even skipping or working with the gymnasium apparatus were popular pastimes for the pupils.

However, not all elementary schools have gymnasiums, so the Sudbury group suggested using the halls for such things as track events; the libraries for browsing through magazines or books; the art room for free painting periods; and, if they were available, the industrial arts, home economics or music rooms.

The Sudbury teachers didn't forget the classrooms. There, such things as table tennis, darts or checkerboard tournaments can be held. Pantomimes, where the children act out the parts of a jumping jack, bunny rabbits, a cat chasing a mouse or even a game of charades also please the pupils.

If a teacher is a bit unsure where to begin, one hint from the teachers is to use records, filmstrips and books distributed by various companies for play times. For example, there is one kit where the children must dance out a story.

"We felt that they should have a break. They come back and they're ready to work," said Mr. Rauh.



At Orchard Park Public School in Niagara Falls, students always find something to keep them busy during an indoor recess. Above, Pam McIsaac, left, Lynne Simons and Anthony D'Abramo play with a tape recorder in their grade 1 classroom.

Records are also a help to Mrs. Rosemary Dragich, a grade 1 teacher at Begley Public School in Windsor. She says her pupils like the rhythmic records the best so they can hop, skip and jump to the music. They also like action songs, she said, such as "Do the Hokey-Pokey."

One of her class' favorite games is "Detective."

For this game, one child goes out of the classroom. Another child in the classroom hides and the rest all switch desks. The child in the hall comes in and tries to guess who is missing.

"They love that," she said, "because they all like to sit in each other's desks."

Her hint is: get the children doing something active for the first part of the break, then for the last five minutes, get them doing something passive so that they quiet down for lessons after recess.

She also keeps a supply of toys and puzzles to be used. One teacher feels that "special" games, toys and puzzles should be used only on rainy days so that it is a treat for the children.

At Flora MacDonald Public School in Timmins, singsongs and stories are used to keep the children happy. Principal Maurice Black said that activity songs, drawings, art work, and theatre arts activities which develop the

children's imaginations were among the suggestions from his teachers. But, he added, one of the most popular things with the children is playing bingo during an indoor recess.

George McInnes, principal at Orchard Park Public School in Niagara Falls, polled his teachers and found that as well as regular indoor recess activities, the teachers let the children work on special projects. One student, for example, who is interested in electronics has a broken radio and works at it every spare moment.

And one point that should not be forgotten ... recesses are a break for the teachers as well as the students. In most cases, except with the very young children, the teachers are able to start the activities and leave the class working alone or with those teachers who were on recess duty anyway.

Or maybe you're a teacher at a school where indoor recesses do not make that much difference.

Such as at St. Veronica Separate School in Sault Ste. Marie. Principal Hans Biemann has a simple solution: "If it's raining, we have a short break in class and dismiss them 15 minutes earlier. We're lucky in that we don't have any bus children to worry about."

And when it snows?

"They're pretty used to snowy days up here,' said Mr. Biemann. They go outside.

Breaking the classroom impasse—one approach

A new teacher and his class had reached a point where their time together was producing mainly negative results in both learning and behavior. Counselling services were used in small-group sessions with the students, with the goal of re-opening communication lines between them and the teacher. This article suggests that the methods used were effective and improvements sustained over a period of time.

The Teacher's View

Each time I handed back a test, the class seemed to react more negatively than they had to the previous one — the marks were consistently lower. The class and I drifted further apart each week. At the same time, the troublemakers became progressively more active and extroverted, and seemed to influence other class members to act up.

I felt increasingly helpless to change this. About November the effects on my stomach were starting to show. I began dreading the next meeting with them; I was becoming more and more rigid and inflexible — and, worst of all — the class responded in kind. They became more obstinate, rebellious, and insubordinate.

December was pure hell.

January started off better after the holidays but soon deteriorated to a lower level than ever before. I was as tight as a drum.

In February, when some of the trouble-makers left school, the situation eased somewhat, but was still intolerable.

By the time the winter break was near, two class members were in deep trouble. On the Friday before the break, they were suspended, one for one week, the other permanently. That afternoon as I was leaving school, I found the wiring pulled out of my car, with at least one wire completely missing.

I cooled off some by the end of the break, but felt teaching was not for me. Nevertheless, in conference with the vice-principal after the holidays, we agreed to a joint meeting with the class's group counsellor. In this meeting, we discussed possible alternatives to resolve the class situation.

The counsellor suggested breaking the class into four small groups, one counsellor with each, in order to discuss the situation and determine the students' feelings. I objected to this unless I initiated the offer, along with other alternatives, to the class. After I did so, the class chose the counsellors' involvement.

The counsellor volunteered to keep me informed of progress after each session. Then, after each session with the students, the counsellors conferred with me.

After five sessions, the class felt ready to meet me with the counsellor present. I became aware that the class acknowledged some of their responsibility for the poor situation, and also pointed out the areas of my behavior which they did not appreciate. The class also stated their readiness to get back to work.

A new high of relaxation and interest was reached after we resumed classes. I was more relaxed and flexible; the students were more responsive and they appeared to be enjoying the sessions.

During the next few weeks I felt increasingly better about my relationship with the class members as well as about the classroom learning situations. However, about a month later, I began to feel a regression was occurring. I confronted the class with my feelings, with no positive results. I felt that a follow-up session with the class, counsellor, and myself would have been valuable.

The session revealed that the students also experienced a regression, but that they felt I had been only minimally responsible for it. They were aware that they had been slacking off, and that certain class members had been out of line on occasion. The counsellor asked them to express their feelings about progress since February by using a number scale of one to fifteen — one indicating a very poor situation, and fifteen indicating a very good situation. These numbers suggested a significant improvement since January.

I am going to remain in teaching, though in a different centre, and feel that I do have something to give, and will be able to give more in the future. Continued on page 12

The Administrator's View

Early in the fall one of the new teachers appeared at my door asking for help with a troublesome class. As usual we talked about the problem. I offered some suggestions he might try, and he left.

My concern, as usual at this time of the year, was for the new teacher's feelings of confidence, and so I didn't really give too much thought to the students.

The situation persisted, however, with students being sent to me for discipline, which I handled with detentions, discussions, etc., as appropriate. I began to wonder whether this was growing out of the realm of the "new teacher" situation, and my concern increased — likely triggered mainly by the high degree of concern indicated by the teacher.

A few students approached me, too, frustrated over their inability to learn in the class because of "some guys who are wrecking it for the whole class."

This was followed by further deterioration, frequent teacher visits to my office, and many students sent to me or their names turned in. The teacher was still trying hard — primarily by reasoning with the students and giving detentions. Everybody was frustrated.

In several regular meetings between the principal, both vice-principals, and the head of counselling, the class counsellor, and one other counsellor, we talked of group counselling situations.

I didn't believe in the value of this process, but as the class-teacher relationship continued to deteriorate, and the counsellors expressed an interest in using small-group counselling in this kind of situation, I spoke again to the class counsellor and we arranged a meeting with the teacher.

At first the teacher was opposed to that method. However, since other attempts had failed, the choice seemed to be to continue as he was doing (i.e., hang onto the ropes until June if possible) or try this method. The teacher agreed to try it.

I feel the experiment brought about an improvement in the spirit of cooperation between students, teacher, counsellors, and administration. Consequently, I probably

still see myself as an "Unbeliever", but maybe with a small 'u'. Some other members are still doubtful, too.

Looking back, it is interesting to note that the students never accused the teacher of being a "poor" teacher (to me). They did, however, express concern about his announced lack of knowledge in the physics part of the science course. They felt that though he was trying, maybe he was being too nice a guy.

Most important to me, through all those months, was the teacher's sincere concern about the welfare of his students and his dogged persistence in trying to find a satisfactory solution to the situation.

The Counsellor's View

After my consultation with the teacher concerned and the vice-principal, I talked with the teacher about his introduction of the use of counsellors and small groups. When he and the students accepted the idea of using the counsellors, I conferred with the head of counselling services about the choice of counsellors, the mechanics of the process, and one or two techniques which would help keep the communication channels clear.

We were concerned about the "power to lead" of three or four of the students who were quite negative and hostile, and who seemed to control many of the other students. They appeared to use their verbal aggressiveness plus the threat of physical violence to do this.

To help the other students express themselves more openly, we agreed to put one of each of the "power" students in each of the four groups, and then to call for a "feeling snapshot" to see if students agreed with the "power" student. To do this, the counsellor was to ask the members to express their feelings by picking a number between one and nine where one on the scale represented extreme disagreement and nine represented full agreement.

The students were to write this number very quickly on a piece of paper and then one student would read the results aloud. No names were involved.

The counsellors were also asked to participate in the process only to the degree that they help the group members focus on their feelings about whatever was being talked about.

We agreed to confer together after each session (and included the teacher, and the vice-principal as his schedule permitted) in order to map out plans, pool feedback, and keep the teacher fully aware of the goal(s) of the process.

As counsellors, our prime goal was to help the students arrive at the point where they could talk rationally, and objectively, and directly with the teacher, at the same time expressing appropriate degrees of feeling about their concerns. To do this, we found it necessary to help the students become as open as possible with each other, to get their extreme feelings under control, and to achieve some degree of objective consensus as to their role in the situation.

First Two Sessions

In four small groups, two female and two male counsellors aided members in venting feelings of anger, hostility, and helplessness. Feelings had ebbed somewhat at the end of the second session. Members were speaking more freely and openly with each other. There was a slight change in focus of feelings — from the teacher to classmates.

Third and Fourth Sessions

Now in two groups, one male and one female co-counsellor were assigned to each group, their personalities complementing each other. In the fourth session more positive feeling and regard was expressed toward the teacher.

Fifth Session

All four counsellors and all students were in one group. The counsellors felt this step may have been premature by one session. The students decided they were now ready to communicate with the teacher. Both the students and the teacher felt a counsellor's presence in the next session was desirable.

Sixth Session

The counsellor, teacher, and all students met in a regular classroom. The counsellor only helped clarify statements by students. The students' performance indicated they had learned some important behavior patterns — to postpone evaluation until sessions closed; to allow only one person to speak at a time; to respond in both agreement and disagreement; to work on a consensus basis rather than a vote basis and to act from motives other than anger.

In the conferences after each group session, we shared some material from the group sessions with the teacher. In addition we shared some of the techniques we had been using to keep the 'power' students aware of the other members' views (usually different from theirs.) Apparently, the teacher found the "feeling snapshot" valuable in getting feedback in other classes. Anxious to make constructive changes, he was also able to find more flexible means of dealing with the students.

Following the teacher's request for another session, we discussed the situation (teacher, head, and myself) and decided that a "feeling snapshot", conducted by the counsellor, might be enough. Then at year's end we would repeat it. The table speaks for litself.

Commentary on Table

We feel that the over-all picture (from a 2.08 average to a 10.6 average) indicates a significant improvement in the classroom situation. The few students who reflect deteriorating feelings are, we feel, to be expected.

It is our belief that the value of this method is that it frees both students and teacher to realize more of their potential in the interpersonal and learning areas of the classroom. The method itself did not bring in any strengths or factors which were not there before. \square

Feeling Snapshot Table

(1 - Poor to 15 - Very Good)

Year End	One Month After Group Sessions	Immediately After Group Session	During Group Sessions	Before Group Sessions	Student Number
15	14	7	12	3	1
12	13	14	10	5	2
13	9	13	10	5	3
9	9	13	12	0	4
10	8	15	10	3	5
9	6	10	10	2	6
0	8	8	8	0	7
13	10	15	8	. 1	8
14	6	13	absent	0	9
13	9	15	8	0	10
10	9	11	10	2	11
12	2	10	10	2	12
15	8	15	5	0	13
10	15	15	13	1	14
10	5	14	8	4	15
11	8	11	12	3	16
	4	13	12	0	17
10	7	8	6	4	18
0	8	8	4	3	19
8	7	10	10	2	20
13	9	11	7	2	21
14	7	9	4	2	22
11	7	8	12	6	23
11	5	10	5	0	24
12 10.6	8.1	11.5	8.6	2.08	Averages

Team Members

C. Snider Jr.

W. D. McLelland

E. Leenheer

Mrs. C. Campbell

Mrs. C. F. Ponder

J. Kilgour

H. G. Forden.

Barrie band hits the high notes

Photostory by Klause Stolte

Barrie residents may sometimes wonder whether their Central Collegiate is also a conservatory.

Frequently it sounds more like the latter, as in the music room, the basement or the auditorium wind instruments race up and down scales, dance through complex passages, or settle down to the rhythmic harmony of a Bach partita.

At present about 150 Collegiate students carry on a 33-year-old tradition, which has won their school international acclaim in the world of music, not to mention the many awards the school's bands have won.

This year the Central Collegiate Band competed for the second time in the Wereld-muzikconcours, the World Music Contest at Kerkrade, the Netherlands. On July 25 and 26 they matched their musicianship against top adult bands in the United States and Europe.

In 1958, their first appearance in Holland, the band came away with first prizes in the superior section and in the concert contest.

The driving force behind the Central Collegiate's musicianship is W. Allen Fisher, who joined the school 33 years ago as head of the history department. At the same time he launched his pet project, the advancement of instrumental music in Ontario secondary schools.

"What is really closest to my heart is the promotion of professional music appreciation, in adults as well as students. The trick is to get students involved to hear a fine concert, and then you can get the parents as well," he said.

Mr. Fisher looks with apprehension at what he calls a "diminishing market" in the concert world. Consequently, he not only trains his students in band and ensemble music, but is also closely involved in sponsoring concerts and performances by professional orchestras and ballet companies, including National Ballet of Canada and the National Arts Centre Orchestra.

Combining his preoccupation with history — he recently retired as head of the history department — and his passion for music, Fisher took his band on a tour of historic sites in Germany, Austria and Switzerland, after their two days at Kerkrade.

While Mr. Fisher admitted that his youngsters "listen and dance to Beatle music, they're not fooled by it. They are off the mainstream of today's youth."

He said that music is a far more complicated subject than people realize. "It should be for the talented, the industrious and the involved. Otherwise it's a waste of time."

Previous training in one or more instruments is absolutely essential. "The music program in schools should encourage the experienced players, because if you put the unprepared into a music course, they may end up hating music."

Of the 150 students in the music program, about 80 play in the symphonic band. "I want people who want to play so badly that they're willing to work for it," Mr. Fisher said.

The alternatives to a music program should be in the perform ing arts, drama, and art, not in geography or history, he maintains. "I don't believe in the quantitive approach to music." Over the years Mr. Fisher has also developed an extensive ensemble program among the students, and has contributed to many a student's conservatory examinations.

Above all, Mr. Fisher said, music requires involvement, and the reluctance with which members of his band end rehearsal is a certain indication that he is getting that kind of involvement from his students.

While performing in public is good for the ego, he said, the finest hour of the pupil

should be in the achievement, playing a difficult score well, mastering a technique through hard work and constant practice.

"What you need is a balance between the exposure of the public performance on the one hand and criticism on the other. Music is one of the disciplines which can fill the vacuum of additional leisure left by the machine age."

Looking over his students breaking up after another rehearsal, he said: "You know this is beginning to haunt me. Often I watch a girl or a boy and I suddenly see her mother, or his father, whom I taught two decades ago."

Mr. Fisher's philosophy of involvement and hard work continued to pay off this summer Before going to Holland his band won the first position in the Challenge Class in Toronto in February with 95 percent.

At the Werelt Muziek Concors in Kerkrade, The Netherlands, the band received a standing ovation from the audience and judges. They reached first place in their division with 90.8 per cent and ranked among the best three of the 45 contesting bands, many of them professional and university bands.

Upon their return to Canada the band added still another leaf to its laurels, when it came second in the Challenge Class and first in the high school class at the Canadian National Exhibition band competition in August. The score was 89 per cent.

''lt's been a very rewarding year,'' said Mr. Fisher. \Box



School is a long way from home By John Gillies



Susan Tozer and her dog, Bogie

Doing a slow crawl stroke in the black waters of the Moose River, Susan Tozer, a pretty 16-year-old, tried to coax her dog Bogie into the chilly water. But Bogie, a purebred Alaskan Malmute, sat contentedly on the dock. She climbed from the water and took a final look downriver. Then she went home to start packing.

This month, for the fourth time in as many years, Susan said goodbye to her family and Bogie and began the 240-mile journey from Moosonee to Timmins to continue her secondary school education. Susan, and about 200 others from the James Bay Region, must make the trip to centres like Timmins, Cochrane and North Bay to attend secondary school.

The grade 13 student spent a month of the summer working at a lodge here and then worked as a counsellor at a children's camp at nearby Moose River.

The summer and school holidays are the only time she spends with her family. Her father is a minister and her mother is a teacher at the public school.

What is it like spending almost 10 months away from home? "It was lonely, really lonely at first," said Susan who was 14 when she first left home to begin grade 10 at Timmins. "Even though my brother was with me the first year it was still very lonely," she added.

But now she is getting used to it, even though she doesn't particularly like it. She lives alone in a single room in a boarding house. The first year she had no close friends or relatives in Timmins but now has her school chums. The Ontario Government pays Susan and others like her \$4.75 a day, which covers her living expenses.

Right now she has her sights set on a nursing career. Any thought of seeking her fame and fortune in Southern Ontario, say Toronto? "No way," she replies emphatically.

She would like to work, "somewhere up the coast, Fort Albany maybe," or perhaps with her brother and sister who run a small mission 180 miles north of here.

To keep up with the other members of the family Susan learned to fly while at school last winter, piloting a ski-equipped Piper Super Cub from the airbase at South Porcupine about six miles from Timmins. She hopes to have her licence this fall and that will make her the sixth licenced pilot in the family.

Although she will finish her secondary school education next year, she is looking forward to the day Moosonee will have its own secondary school so that students will not have to break home ties in order to complete their education.

Last March, 18 grade 8 students from Albion Township, northwest of Toronto, visited Great Whale, on the east shore of Hudson's Bay in Quebec. When they left, they promised their hosts they would raise money to bring them south to the world of shopping-centres and super-highways. They kept that promise. In September, 22 Indian and Eskimo children and two adults from Great Whale, visited Albion Township. Below, one of the special trips arranged was a visit to a zoo in Wasaga.



Trecent & Trelevant

Science teachers meet

The Canadian Association of Science Teachers and the Science Teachers' Association of Ontario will be holding their annual conference in Toronto, Oct. 31 to Nov. 2.

The program will deal with science curricula from primary to post-secondary levels, and will include a lecture series by prominent Canadian scientists; tours of university, government and industrial research laboratories, and a continuous showing of science films and television programs.

Research clinics slated

The Canadian Educational Researchers Association will be sponsoring a short course on applied evaluative research methods in four Canadian locations this fall.

The course, to be run as clinics, will be slanted towards school district personnel handling the assessment of educational activities.

The clinics are planned for late October and early November, and will be run in Vancouver, Halifax, Toronto and Regina.

The course fee is \$25.

For further information, write to the organizer of the clinics, Dr. P. R. Koopman, at the Research Unit for Exceptional Children, University of British Columbia, Vancouver 8, B. C.

Stretching perceptive faculties at ROM

The basic aim of museum teaching is to encourage students to "see" objects and "make connections" rather than just receiving superficial pleasure from looking at them, according to the education department of the Royal Ontario Museum.

To help teachers give their students "the deeper satisfaction of stretching their perceptive faculties" the museum has printed a list of suggested topics in history and science.

Some of the historical topics are ancient writing, clothing, early civilizations, early medical practices, museum objects in myth and legend, pioneer Ontario, and Shakespeare's England.

Among the science topics are animals in danger of extinction, survey of natural resources, prehistoric animals, and economic geology.

new dimensio

Articles in *New Dimensions* may be repwithout permission, providing a credit list given. Pictures and illustrations are avable by writing to the editor, in care of and Information services, 40 Eglinton A East, Toronto 12.



new dimensions

November 1970

Volume 5, Number 5

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407

Editor, Pat Sherbin
Assistant editor, Louise Rachlis
Produced for teachers and others interested in education throughout Ontario, by News and Information Services.
Director of Information, Arnold Bruner,
Assistant Director, John Gillies.

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

You can obtain reprints in minimum quantities of 100, of any article that appears in *New Dimensions*. Prices are available on request by writing to the Editor at the above address.

Special education introduction	3
Gifted children need challenges	4
Home visiting teachers for the deaf	6
The mentally handicapped contribute to life	7
Children with learning disabilities	8
The Ottawa high school that helps the handicapped	11
Determination is the motto of the blind	13
A child's view of schizophrenia	15
Pregnant students find it hard to go back to school	15
Write-in	16

COMING EVENTS

December

5 A one-day seminar of the Association for Educational Data Systems will be held at the Althouse College of Education, University of Western Ontario.

Education for 'special' children



The long range goal of special education is to stop being "special".

Teaching children with handicaps, whether they be mental, emotional, perceptual or physical, is as much a part of the over-all education program as teaching "normal" children.

When the Ontario government reorganized school jurisdictions in 1969, one of the major aims was to establish school boards sufficiently large to provide services and programs previously available only to children in larger centres.

Harry Fisher, superintendent of Special Education for the Department of Education says that "special education is a handy short-term phrase to describe a particular development at this point of time . . . it will become antiquated."

Mr. Fisher stated that the objectives of the special education section were to aid school boards in planning, developing, evaluating and carrying out programs and services for children who may be physically handicapped, emotionally and/or socially maladjusted,

visually handicapped, mentally handicapped, or have speech and hearing handicaps. Gifted children are also included for they too are considered "special".

Achievement of goals will take time and training.

One of the most important areas is teacher training. Teachers of the deaf and blind are trained at the Ontario Schools for the Blind and Deaf. Teachers in special education receive their training at summer courses sponsored by the Department, and at winter courses established by local school boards.

Mr. Fisher foresees the day when the focal point of all special education teacher training will be at the universities. A study for establishing such courses at York University in Toronto is being conducted by the Department.

The eventual aim of all programs is to return most of the children under special education to the regular classroom.

However, Mr. Fisher says, "there are still

some children who will have to have segregated experiences."

He emphasized that the section is not there to police special education programs, but to help boards and teachers set up classes.

If a board decides a program is necessary, it contacts the regional office of the Department and if further help is needed, the section is called in. The section also helps establish professional development programs. Trustees, regional consultants and the Department consultants all work together with the teachers for such programs.

The section acts as a service agency. "We have somewhat of an Ombudsman's role," Mr. Fisher points out. "The regulations are diminished here in every way to help the development of children's needs. If a board wants to do something creative we say 'let's work this out together. It's a partnership rather than a position relationship." And the section also has contact with the public.

"We deal with actual cases on a day-to-day basis. Parents are coming in here and phoning all the time." \square

Challenging the gifted

By Louise Rachlis



Dissecting a fish

As the TTC bus lumbered through North York, Helen Gilks chatted with the lively five-year-old boy who had sat down beside her.

"I collect dinosaurs," he boasted. "Tyrannosaurus . . . brontosaurus . . . "

"Stegosaurus," Mrs. Gilks added with a grin.

The little boy was taken aback. "How do you know about them?," he blurted. "No one else in my class does."

Helen Gilks, president of Ontario's Association for the Gifted and a North York resource teacher in special education, could sympathize with her companion's complaint. "One of the characteristics of the gifted child is that he usually wants to do the most unusual things," she explained afterward. "Children like that boy should be able to meet for a session or two a week with others like themselves . . . When one bright child meets another, he finds they have all sorts of interests in common. They're each other's greatest reward."

Although at least one out of every 10 children in Ontario could probably be classified as "gifted", these children are not necessarily doing well in school. "It's easier for them to cope if they're one of the crowd," says Mrs. Gilks. "They lack stimulation and motivation."

Recognizing the problems of the gifted, many Ontario centres have established special gifted programs. Among these are Oakville, Toronto, Etobicoke, North York, St. Thomas, Owen Sound, Windsor, St. Catharines, Ottawa, Oshawa and London. In 1958, The Association for the Gifted (TAG) was organized as a division of the Council for Exceptional Children. TAG provides information and research on the gifted, encourages professional training for teachers in that field, and works in cooperation with other social agencies.

How can you tell if a child is gifted? If he has a well-rounded personality, exceptional leadership ability, reads books beyond his grade level, and is talented in sports, art or music, the chances are that he is a gifted child. Some other traits of the gifted are alertness and quick response, clear reasoning, a good sense of humor, curiosity, keen powers of observation and imagination, a retention of learning without much drill, the ability to generalize and see relationships readily, a strong desire to excel, and an ability to discover and correct their own errors.

The teacher for such children should possess a brilliant mind, wide interests, enthusiasm, initiative, skill in human relationships and mature judgment, according to Dormer Ellis who did a survey on gifted children in Metropolitan Toronto. Too often, Mrs. Gilks adds, "classroom teachers are fright-

ened of these children. It's a blow to their egos to find the child is smarter than the adult."

While "acceleration" usually implies the completion of the work of three years in two, "enrichment" has a different connotation, depending upon the school where it is being offered. It may mean that a pupil learns material not specified for the course of study for his grade; it may consist of additional work for one or two children in a classroom; it may mean "withdrawal groups" of students who meet during school hours for one topic, such as Russian; it could mean after-school meetings in clubs or interest groups, or a completely "segregated" program under which the gifted pupils leave their home school for all or part of their work.

The Toronto Board of Education runs Saturday Morning Classes for intellectually gifted pupils from grades 6, 7 and 8. The 300 children choose from a variety of programs on the law, computer science, urban planning, astronomy, oceanography and philosophy, and other subjects which extend their interests and stimulate new areas of study. But within the Toronto board there are also many other forms of enrichment programs, including individualized classroom instruction, withdrawal programs and interest groups.

Ottawa has been running gifted classes since 1956. There are now 32 classes altogether, 11 grade 8's, 11 grade 7's, nine grade 6's and one grade 5, with about 25 pupils in each class. "The strength of our program is the continual sharing of what we do through regular meetings of all our teachers," said Marion Johnston, senior consultant for guidance and enrichment.

The board uses group tests as an initial screening, followed by individual tests. "Teachers recommend students for consideration," Dr. Johnston said, "and then principals from each area meet with me to make the final decision."

The pupils study additional subjects such as film, journalism, Russian and typing, she said, but "staffing is a problem when you get into options like that. The instructors have to be able to relate to the students as well as teach." In addition to hearing myriad guest speakers and making visits into the community, the Ottawa students attend classes in typing and Latin at a neighboring high school.

In Etobicoke the gifted classes, called "advancement" programs, are coordinated by Margaret Cooper. A follow-up study of those classes is being done by Helen Woodliffe, a former advancement teacher. Dr. Woodliffe is following approximately 750 children five years past grade 13. She began analyzing data three years ago, and her

study will be finished in 10 years when the present grade 8 students are five years out of high school.

Dr. Woodliffe discovered that half of the follow-through children are now in post-graduate studies at university, the majority in science and mathematics. However, not all go on to university. One boy with high intelligence, measured at 142, spent seven years in secondary school, and still did not pass his senior matriculation.

"Yet," Dr. Woodliffe recorded, "he feels he has found his niche as a salesman and is as happy as many of his peers. He admits he rejected high school in favor of extracurricular activities, but he continues to read daily, choosing philosophy and science fiction as his favorite reading material. He is conversant with world affairs and is an active leader in church youth groups."

One girl who failed first-year university is now a systems analyst and is teaching in that field.

One of the original purposes of Etobicoke's advancement classes was to experiment in teaching methods which could be transferred to regular students. Some of the methods which have been transferred to other classrooms are the widespread use of novels in the study of reading, the writing of a description of study skills necessary for social studies and science, a more closely-defined science curriculum, and a greater variety of books in classroom libraries.

Now a social studies consultant, Dr. Woodliffe is confident that the advancement classes serve a valid purpose. "These children should have a chance to enjoy education, to be with others like themselves, to question, to query, to debate..."

To teachers, one endearing characteristic of the gifted child is a much higher attention span. "It's much easier to leave a gifted class alone if you have to leave the room for awhile," Dr. Woodliffe recalled. "Just give the pupils a provocative theme, ask one of them to lead the discussion, and they will become so intensely involved in the topic they won't even know when you're back in the room."

Mrs. Gilks' class regularly displayed the same enthusiasm. 'I consider it important to use people within the community as resource personnel,' she said, 'and so I invited a doctor to help my pupils dissect the body of a fox. We asked children from the other classes to have a look, but they just said 'yech . . . blood and gore' and walked out. They just weren't interested the way these kids were.'

One way she knows her students like their class is: "They're forever coming back.
After they go on to junior high, they will often come back with ideas on how the gifted class should be run. And although they're only two grades ahead, they'll ask to teach some of the pupils."

As a resource teacher in special education,

Mrs. Gilks helps Don Mills teachers set up individualized group programs for gifted children, and workshops for slow learners. Last year North York had seven full-time segregated classes for the gifted. "This year there is one labelled like that, at Norman Ingram Memorial Public School, and two others that just don't call themselves 'gifted'," Mrs. Gilks said. "I'm working with the children who would have been in a gifted class had it been formed."

A year ago, the Gifted and Talented Children Educational Assistance Act was passed in the United States. It amended the previous act to enable state education departments to encourage the development of innovative programs for the gifted, and to study how to modify existing programs.

Mrs. Gilks would like to see a similar focus in Ontario. "To me," she said, "there is a great deal of emphasis on slow learners. But 10 years from now, what's going to happen if there's no one to lead them?" □

Teacher Beverley Muir feels class trips are fine, to a point, but she goes one step further.

"I believe in individual trips," commented Mrs. Muir, a grade 5-6 teacher at Glen Park Public School, North York.

When her class was studying advertising, for instance, she had some pupils visit the CBC, some a radio station, others large companies, such as department stores. They all got together afterward to make presentations and discuss whay they had learned.

The members of her class could all be classified as "gifted", and Mrs. Muir feels: "My main duty is to give them a passion for learning. Every child needs enrichment, deserves to have things presented in depth, but there is a difference between that and true giftedness."

She also believes in establishing an interesting and well-stocked resource centre right in the classroom. But even more important, she says, "Discussion is vital. You must get beyond the fact stage."



One of Mrs. Beverley Muir's pupils, Eddie Brown tries his hand at writing. One of his poems is on page 15

Expanding the deaf child's silent world

Deafness isn't an obvious handicap. A deaf child generally "looks normal." He doesn't use a white cane, nor is he in a wheelchair.

Because the handicap isn't apparent at first glance, normal public reaction is to consider deafness a mild handicap, easily overcome by hard work.

It isn't.

Deafness is serious, frustrating and heartbreaking. Keith Clarke, director of the Department of Education's Schools for the Blind and Deaf, says that teaching the deaf is the most difficult teaching task he has ever observed.

"Our whole education system is built upon the basic premise of speaking and learning as a method of communication, and if you can't communicate then learning can't take place. Oral communication is the basis of teaching and learning." And how can a deaf child learn to speak if he can't hear? "The first thing we have to do with deaf children is teach them how to communicate. We have to teach them how to use whatever residual hearing they might have. And if the child is profoundly deaf, we have to teach him the physical aspects of how to speak.

"This is a tremendously time-consuming part of the deaf education program now. So much so, that deaf children are usually two to three grade levels behind hearing children."

But the teachers of the deaf are not simply accepting this and struggling along to do the best they can. They are always looking for new ways to help deaf children communicate. One of the most important steps taken by the Department's schools for the deaf is the home visiting program.

Nine full-time teachers, with regular teachers' certificates; special certificates for teachers of the deaf, and training in teaching preschool hearing handicapped children, have been going to homes across the province since 1964 to start training children as early as possible.

One of their youngest pupils was six months old.

Mr. Clarke explains that the program is unique because the Department previously never played a role in education for preschoolers.

"But deafness is such an educational handicap that the senior Department officials

realized how important it was to begin training in language development as early as possible. Before that, parents were frustrated because there wasn't any assistance or guidance from any association.

"They didn't know where they could get answers from people who knew about teaching the deaf. This is one of the best things done in deaf education in the past decade." The program was started on an experimental basis in 1964 with one teacher. Results were so good that the staff has been extended to nine teachers during the past six years and there are plans for further increases.

"I would think that it is quite unique for a jurisdiction as large as Ontario to offer this . . . I don't know of any area of the same size offering such a program."

The program operates under the supervision of the audiology supervisors at the OSD schools. The home visiting program is part of the service which also provides clinics, testing and guidance for the children.

The home visiting process begins when a child is diagnosed as hard of hearing or deaf. The doctor, parents or health officials report the fact to the Department of Education or the Department of Health and the child's name is added to a list which now contains about 200 names.

Each teacher covers a given area. The first home visit usually is for half a day to begin training the child. The first step may be a simple action such as holding a child's face and talking. The child eventually connects the movement of the lips with communication.

During a month each teacher averages about 1,000 miles by car, train and plane.

Of the nine teachers, four are attached to the Ontario School for the Deaf in Milton,

covering southwestern Ontario, and the rest are attached to OSD at Belleville covering eastern and northern Ontario. Both schools also have a preschool program for children who live close enough to be transported every day.

Mr. Clarke said that for many years, school boards in the larger urban areas have provided preschool programs for the deaf "and they are to be recommended." The programs are in Windsor, London, Kitchener, Hamilton, Toronto, Peterborough, Ottawa and Sudbury, with the newest one in Thunder Bay.

And there is no doubting that the program is a success. "We're already seeing the results," Mr. Clarke said. "The children going into the residential schools now have more awareness of language development. They're beginning to lip-read so that primary teachers are seeing the benefits. The youngsters are better prepared for in-school training than they were before the home visiting program.

"The citizens of Ontario can be proud of the fact that the province has pioneered this service."

Mr. Clarke said that the long-range goal of the educators of the deaf is that more hearing handicapped children as a result of an early beginning in language development, will be able to stay at home and receive a suitable education in the regular schools, partially or totally integrated with hearing children.

"At present, if the local schools do not have programs for the deaf, the children must live at the resident schools in either Belleville or Milton.

"Our goal isn't to build more residential schools for the deaf. We believe in a suitable education for the child while living at home if at all possible.

"With hard-of-hearing and deaf children, we believe that if local supporting services are available more children will be able to attend school in their local community. This early training will give a head start to children in language development."

Mr. Clarke said that while the hearing handicapped are still behind the hearing because of the language development "timelag", the home visiting program has shown that they are not as far behind with early training as they once were.

Contributing to life with dignity

Early detection of handicaps in school children is one of the prime ingredients for effective help through special education teachers, according to Miss Theresa Forman, assistant superintendent of special education.

"Once a teacher notices that one of her pupils lags behind the class in reading, or that his responses are not up to the level of the other students, she should refer the child to the special education services within the school system," she said.

However, slow reading and short attention spans are not conclusive symptoms that the pupil belongs to the group of 26,000 mildly or moderately mentally handicapped children in Ontario's schools. It merely suggests that special attention should be given that child.

"Today mental handicap is the last possible explanation we give for slow learners," Miss Forman said during a recent interview. Before this conclusion is reached, specialists ascertain that the pupil does not suffer from perceptual handicaps such as poor eyesight or defective hearing. Following this, the general physical health of the child is determined. And if none of these possibilities offers an explanation for the slow learning, a psychologist or psychiatrist is called in for consultation.

As Miss Forman explained, emotional upsets, broken homes or a recent death in the family could have contributed to the child's problem.

Only after all these avenues have been explored will the conclusion be made that the pupil actually suffers from a mental handicap.



The Department of Education has recently recategorized children suffering from such an infliction, dividing them into three groups.

Trainable or severely mentally handicapped children - there were 4,057 in Ontario schools last year — are normally detected at early childhood and are placed in schools for the retarded, which fall under the jurisdiction of individual school boards. "They will always be at least semi-dependent," Miss Forman explained. Last year 454 teachers looked after them in an equal number of classes.

Should children in this group in addition suffer from other handicaps, they may be placed in an Ontario Hospital School, which is run by both the provincial Department of Health and the Department of Education.

In the second group are the moderately or educable mentally handicapped who normally attend opportunity classes within the regular schools, while at the same time joining the regular program in such subjects as art and physical education.

"They are usually attended by a special education teacher, or master teacher, within the regular school. The tendency is toward as much integration as possible," Miss Forman said.

Like the mildly handicapped, the third group, the moderately handicapped will eventually become self-supporting members of the community. "They will likely do less-skilled jobs, but will contribute to community life with dignity. They are usually not noticeable in everyday life," she added.

Miss Forman said that the mildly mentally handicapped children can probably get along within the regular school program with a little extra help from their teacher or a special education master teacher. "If, on the other hand, they suffer from additional handicaps, such as blindness, or defective hearing, they may be put into special classes."

While detection of severely mentally handicapped children takes place fairly early, mildly handicapped pupils are often not detected until grade 3, 4 or even 5. Moderately handicapped children usually become apparent as early as grade 1, however. "They usually behave younger than their age." explained Miss Forman.

But, she pointed out, especially in the lower socio-economic strata of society, many children with other problems are often classified wrongly as mentally handicapped. "Perhaps in this area the social worker can be of great help by determining the child's family and home background."

Since many school boards have been able recently to acquire the services of psychologists and psychiatrists, this problem of misidentification is gradually being reduced.

Last year 2,037 opportunity programs, conducted by 2,050 education teachers, looked after 25,849 moderately or mildly mentally handicapped children in the province. But, pointed out Miss Forman, the trend is more and more towards integration of these students into the regular school programs.

"I feel that some children will always cope better within a part-time sheltered, selfcontained environment," Miss Forman said.

Our services are on a consultative basis. We don't go into a district without being asked. Rather, we tend to tell the community: these are your children, you should decide how you want them to be educated."

This trend of decentralization is apparent throughout the province. Even hospital schools are becoming smaller. Many districts have their own vocational schools, where moderately or mildly handicapped students learn trades which will later enable them to become independent members of society.

In addition, many high schools offer a variety of two, even four-year programs for mentally handicapped students.

Miss Forman feels that handicapped children left in the regular programs won't be subject to ridicule from fellow students, if both the principal and teachers provide the right, tolerant atmosphere in the school. "Children can be very kind, but they need the active support of their teacher and principal," she stressed.



The problem child wants to learn too

By Pat Sherbin

Johnny is "right out of it."

He never stays in his seat, he interrupts the class with his constant chatter, he never pays attention to the teacher. The other children shun him and if they do ask him to join their games he is awkward and clumsy.

He seems to be intelligent yet he can't do his school work. He exasperates his teacher and disturbs his classmates.

Marion Francis knows all about Johnny.

In fact, she never stops worrying about the Johnnies she encounters as head of special education for the Windsor Board of Education.

Children like Johnny at one time were shrugged off as being spoiled or hard to control. Now teachers realize that such children have what Miss Francis describes as learning disabilities.

She dislikes the terms "perceptually handicapped" and "emotionally handicapped" because she feels that too often the two handicaps are combined. A child who is perceptually handicapped, for example, is often frustrated because he cannot work properly, and this results in an emotional overlay.

The perceptual handicap may be small at first but as the frustrations increase, the handicap increases and in turn the emotional disturbances increase. Confronted with a child such as this, who is to say that he is perceptually handicapped or emotionally disturbed? Is he emotionally disturbed because of his perceptual handicap, or is he perceptually handicapped because he is emotionally disturbed?

Miss Francis feels that one problem cannot be treated without considering the other and her feelings are reflected in the programs she heads.

"In learning to run a program like this, she says, "it takes a team. We are a team versed in large areas of consultation, and we work together as one."

The team goes into action for the Johnnies.

"Johnny's just out of it, he's driving Miss Jones crazy, and upsetting the other children, what do you do?"

The first thing to do, Miss Francis says, is to determine possible causes of the problem through parent and teacher interviews and consultations with doctors and psychiatrists.

One approach may be simply to cut down on the child's time in school.

"We may break it down to half an hour a day in school and as he improves, go on to an hour then an hour-and-a-half and so on until he is back in school full time.

"But if we think that this won't work, he may go on home instruction. We have home instruction teachers who are trained to deal with this type of problem."

At first, the teacher may stay only 15 minutes. If she stays any longer the child "may get fed up and she will never get back in."

If the home instructor feels she needs more consultation, the child may be put into an "orientation" classroom consisting of one child and one teacher. The teacher is with each child for only an hour. "We had one little boy who was so scared (of the school situation) that all he would do at first was to throw his hat into the room. The orientation teacher got him into the classroom by using puppets."

Miss Francis emphasizes that the program is not set up to "punish" the child for disturbing the class.

"He's not being kept at home for punishment. He can't help the way he is."

The orientation class teacher tries "perceptual and emotional tricks" to try to determine what is wrong with the child. And the testing isn't restricted to emotional and perceptual clues. It could be that the child is deaf or hard of hearing, retarded, or has a combination of problems.

When the child is in "control" and relatively happy with school, the orientation teacher places him with another happy child. When he responds to this, the orientation teacher in consultation with the rest of the team, determines where the child should go next.

If the problem is no more than a reading disability, he can attend the reading adjustment classes established by the Windsor board this year as part of the over-all special education program. But the team may decide he needs some time in the segregated classes for emotionally or perceptually handicapped children.

There are few of these special classes in

Windsor, just two of each, and Miss Francis is proud of this.

"These are sick children. We know that we have to have programs . . . but we don't have to make them feel different. For the size of this city we may have the least number of special classes, but hundreds of children are being helped (by special education programs)."

And, she cautions, teachers should not expect that as soon as a child is placed in one of these special classes, he'll become a model student.

When the teacher feels a child has made sufficient progress, the return to the regular classroom is made in gradual steps, beginning with as little as an hour a day. The time is increased as the child becomes adjusted.

"Ninety per cent of the kids can go back to the regular classroom. And the ones who don't . . . well, we ask ourselves questions. Was he mis-diagnosed? Should we train him in another area? Is he beyond this type of training? Where do we go from here?"

To make this program work, Miss Francis says, principals and teachers must understand the program. They too are part of the team.

Teachers who have these "returning" children in their classes are fully briefed on the children's problems and the consultants concerned visit regularly to be sure both the teacher and child are adjusting.

Miss Francis firmly believes that a number of the perceptual and emotional problems can be nipped in the bud in the early years.

"The best teachers of the perceptually handicapped are the kindergarten and grade 1 teachers. Look at what they are teaching the children (in a regular classroom.) They teach them to run, jump, walk and skip. This type of training is part of the learning disabilities program.

"A kindergarten teacher may notice that one child is clumsy (one indication of the problem). Without making him feel different, she can spend a little more time with him . . . take him by the hand and skip and hop with him.

"I'm convinced that we can prevent all kinds of learning disabilities by recognizing a little problem early. The key people in



any special education program are the kindergarten and grade 1 teachers.

"When you get a child (after trying a number of extra programs with him) who is simply not making it, call in the consultant. He needs diagnosing, maybe all he needs is a special education program for a while."

Two consultants, Mrs. Marg Findlay and Mrs. Virginia Benton, give regular talks to the kindergarten teachers, telling them which signs to watch out for and what can be done when they are recognized.

"Kids want to learn. They aren't lazy."

And Miss Francis is still learning too.

The Windsor program has evolved over a number of years and it "isn't the ultimate."

If one part of the program does not turn out the way it was planned, nobody intends to stick with it just because it is the program. They try again.

"We want to make teachers sensitive to the problems. We don't want to scare them . . . and we want them to know they can ask for help.

"It must be remembered that these are basically normal children who may have some learning disability. The degree of the disability may vary from very slight to severe.

"It is important to find the area of success and build on it. We must attempt to investigate the area of difficulty, be it visual, motor or auditory or any combination of these. Training should begin where there is a deficit. In this way it is hoped we can prevent these children from becoming habitual school failures."

Jumping on a trampoline is one of the ways to develop coordination in children with learning disabilities.

Detecting learning disabilities

Marion Francis, head of the special education program for the Windsor Board of Education, wants teachers and parents to understand the problems of the perceptually and emotionally handicapped child.

She has prepared a definition of the term "perceptually handicapped", along with a few hints on how to detect these handicaps and handle the children. Since the problems of perceptual and emotional disturbances are closely tied, the hints apply in both cases.



Definition of Perception:

Perception is the ability to organize the messages received through any of the five senses and translate them into suitable action at the appropriate time.

A child who has a perceptual handicap seems to pay attention to everything at once. He has a short attention span and loses interest quickly. This happens particularly when abstract material is being considered.

He is rarely still. He may get out of his seat frequently or speak out at inappropriate times.

He may have outbursts that appear to be tantrums. There is actually no real temper involved, only a form of anxiety and suffering.

He is frequently rejected by other pupils. He often cannot play their games.

He may be awkward and clumsy.

He may have confused dominance which could compound his inability to coordinate.

He may have great difficulty in copying what he sees; he finds it difficult to write, print and draw. He may have difficulty in remembering and thinking.

He frequently has difficulty expressing himself verbally; he may have a speech problem.

He may repeat an action over and over again. This may happen in his writing, his speech, or his play.

He may have difficulty in distinguishing foreground from background. When he looks at a picture he may not understand it. He may be unable to distinguish between the shapes of letters — p, b, d, etc.

His intelligence may appear to be normal or above. He seems bright and yet he is unable to learn

He may have developed an emotional problem partially due to repeated failures, or a disability related to perceptual handicap.

Climbing ropes is part of the classroom routine in Mrs. Elaine Bosveld's class at John Campbell Public School, Windsor, A child may not necessarily have all the above symptoms to be diagnosed as having a perceptual handicap. They may appear singly or in combination.

Suggestions for teachers and parents

Be firm, kindly, gentle and understanding, but not over protective. Never show anger or impatience and be consistent. Use an authoritative voice.

Using the manner indicated above make your commands short, simple and related to the task. After a command, give the child time to think it through, and act on it. If necessary, add tactual stimuli, such as steadying his hand.

Teach the child to complete a task. Reduce the size and difficulty of the task so that he can complete it successfully. If he is unable to complete the assignment, help him. If he has a tantrum, help him to finish his work when it is over.

Start teaching him at his level. Never assume that a child knows how to perform simple tasks. If he is seven, but performing at a four-year-old level, start at the four-year level.

Teach the child to relax, to remain quiet. Begin with short periods (approximately one minute), gradually increase the time. Also give him the opportunity to use up his energy in an acceptable way.

Minimize competitive games. Quiet activities help prevent over-stimulation, especially before bed time. Many physical activities should be purposeful e.g. throwing and catching to strengthen dominant hand.

If he cannot hop, skip or jump easily, if he bumps into things and has difficulty in caring for himself, be near him and help him to build security by gradually learning how. Teach him to laugh as he stumbles along to success.

If he has a "bad" day, circle it on your private calendar. Note if any pattern exists regarding timing of upsets.

It may be necessary to segregate the child for a time to prevent over-stimulation. A screen or a rearrangement of furniture may be used to build an office for him.

Reduce visual stimuli for such a child.

Try to anticipate the child's moves before he makes them. \square

By Lester Hanson

Fisher Park: the adaptable high school

No student really likes to feel that he's just one of the crowd. But strangely, just becoming one of the crowd is what motivates 12 physically handicapped students in their studies at the Fisher Park High School in Ottawa.

Thanks to an integrated individual timetable, the handicapped children mix freely with the 1,300 students, take part in various extracurricular activities seek the normal counselling service and, generally, enter into the mainstream of school life.

Their school, which has an excellent record in dealing with physically handicapped children, is doing everything possible to help the students adapt to a normal school environment. Its many features include an elevator and a transport system organized by the Ottawa Board of Education.

Fisher Park has geared its integrated program strictly for the needs of handicapped children. The program has the full backing of the Department of Education's special education section which favors the integration system being introduced before most physically handicapped children reach high school

Most integration programs take place at the first year of high school after the handicapped children have spent several years in the "sheltered environment" of special classes in elementary school.

Most of the handicapped at Fisher Park attended the nearby Centennial Elementary School which has a special wing designed for teaching the handicapped. There, the students receive physiotherapy, individual tuition, . . . and they can use baths, whirlpool and other facilities.

Five of those afflicted have cerebral palsy, three paraplegia, and two post polio paralysis of the legs, one boy has his legs in braces and one girl has two artificial legs. All require the use of the freight elevator which was installed when the school was opened 21 years ago.

Vice-principal Mike McHugh keeps in close contact with all the physically handicapped. He gets full support from the staff which includes a nurse, Miss Elizabeth Poulin, who has been with the school since it opened.

Like the 1,300 other students on individual schedules, the physically handicapped have access to all classrooms and the other parts of the building.

To aid the handicapped children's transition to a normal school environment, Fisher Park has a guidance department with people experienced in handling the problems of physically handicapped children.

In her seven years at the school, Mrs. May Winn has seen many students apply successfully for university entrance then succeed in higher studies.

"At first, they lack confidence," she said.
"We try to be frank with them as much as possible. With dating and dancing, for instance, they obviously feel left out. We must overcome feeling sorry for these children and be sympathetic not sentimental. Some teachers say they cannot cope but we are now fortunate to have a tolerant staff fully in favor of helping the handicapped.

"More social work is needed among families who are too protective and fear their children entering the outside world. We

Continued on page 12



must go slowly and recognize that these children have undergone much pain.

"One girl we had suffered cerebral palsy at birth. Within five years after many operations she walked out of the school limping but without crutches."

Another counsellor with a deep personal interest in the physically handicapped is Emmett Hossick, a young man who has observed the scene at Centennial and who is experienced in coordinating individual needs at high school level.

"We must motivate these children academically. We stress that it is of greater importance to them to get a good education than it is for normal students because it is one of their few obtainable goals in life."

"In counselling, we learn to accept the handicapped person for what he is. Although we do not see the results immediately, the work is most rewarding", he said.

Making allowances for the physically handicapped has long been a feature of Fisher Park. It provides an extra set of textbooks for each handicapped person so that he can study at home. The handicapped are permitted to leave each class three minutes early.

Some students have carbon paper supplied so that they can transcribe notes and pass the copy to the handicapped student who often writes slowly and with great difficulty.

Fire drill is held regularly for evacuation



purposes. When the alarm bell rings the students rush to their posts. The handicapped are carried downstairs and join groups preparing to evacuate the building.

To show their versatility and independence, the handicapped also take part in assorted extracurricular activities. Many join the choir and the library club. The more adventurous go on trips to the Maritimes and other areas where they climb rocks and exert themselves physically under close supervision.

Mr. McHugh said that through the integrated timetable the handicapped are totally involved in all study areas except physical education where they complete only the health section of the course. He added that a pool would be welcome but there was some opposition to the project.

A fleet of buses transports the handicapped to and from the school. A ramp is provided at the south side for those with wheelchairs. Special trays are attached to the wheelchairs and strapped down by the students for use as desks in the classroom.

All but two of the school lockers have combination locks. The others have normal locks for handicapped children who cannot turn the combination. The students bought the locks.

When they start school, Miss Poulin takes them on a tour of the building to point out the difference between what they have experienced at elementary school and what they will face at high school.

"We encourage them to fend for themselves. For example, we never open a door. Some adjust more readily than others and many, when they first arrive, tire easily because they are not used to moving great distances. Usually, they must resort to a wheelchair."

Unable to take gymnasium, they are content to help from the sidelines as referees and scorekeepers.

The school's most severe case is a young boy, Rod Carpenter, who attends class for two periods each day. Rod cannot use his arms. He has a rod attached to his head to help him use an electric typewriter. A bus with a hydraulic lift brings him back and forth to school.

Mr. McHugh said that most of the physically handicapped vary in ability as do normal children. Their performance over the years has been up to standard and many have gone through to university.

Three, Barry Butler, Pierrette Picard and Linda Giroux are studying at Carleton University. At school, Linda, a victim of cerebral palsy, had a good assessment despite her difficulty in writing. It took her three hours to do part of a written examination and she was forced to answer some questions orally.

Each year, Fisher Park is attracting more physically handicapped children. Mr. McHugh says that parents show great interest in the school program and appreciate what the staff is doing.

Doug Spratt is a 19-year-old grade 13 student with a deformity of both knees caused by cerebral palsy. He uses leg braces and crutches.

Doug's big challenge was to adjust from the Borden Public School in Ottawa to a rotary program. At first, he said, the new school seemed huge as he tried to get around the halls and corridors.

"Fortunately, the other students helped me and I made many friends. I felt at a disadvantage having to adjust to a grade 9 workload and keep up with it. However, I soon learned to apply myself and I set quals."

Doug advises other handicapped children entering high school to get involved with the school program and not to remain isolated.

Doug's net goal is to complete a radio and television arts course at Ryerson Polytechnical Institute, Toronto. He wants to break into broadcasting to combine sports announcing with newscasting. During the summer he worked as a technician at an Ottawa radio station.

Doug is an enthusiastic choir member. Last year, he was advertising editor and chief coordinator of the school yearbook "F1Pa H1".

Don Rose, assistant superintendent for the Department's Special Education Section, praised Fisher Park for its efforts to help the physically handicapped.

Mr. Rose said that both automobile accidents and improved medical techniques which save the lives of severely injured victims, are increasing the number of handicapped children. However, the common deformities are cerebral palsy and spinal bifida. In the latter the spinal cord protrudes through a malformed backbone causing paralysis usually from the waist down.

A recent step forward in special education, he said, is the re-introduction of an orthopedic option in the summer courses. Many of the 15 teachers who chose the option used it as a refresher course. "We encourage teachers to look at the potential of the handicapped child," said Mr. Rose, rather than concentrate on their handicaps."



They try the impossible

By Klaus Stolte

(In braille): The impossible is only the untried.

This motto of the Ontario School for the Blind in Brantford echoes with determination through its century-old halls.

A visitor approaching the school through the 45-acre park surrounding it, couldn't guess that all its 233 students are either partially or totally blind.

Down a steep, paved path two boys career on bicycles, giving no hint that they are visually handicapped. The only unusual aspect to several dozen boys taking part in a long distance race, is that they are running in pairs, the less handicapped leading their team-mates without vision. And in another part of the park, teenagers walk about confidently, showing but a trace of hesitancy.

Only closer inspection of the school, which opened its doors in 1872 and was then known as the Ontario Institute of the Blind, reveals its unique nature. Inside a young girl walks determinedly through the corridors, following the regular tapping of her white cane, while an instructor lingers behind, watching her closely.

Other students, walking to class, occasionally bump into each other, or a helpful hand, a friendly "watch out" of one of the institution's 42 teachers, guides them around a corner.

"We would like to stress how happy and natural these children are," says S. E. Armstrong, superintendent of the school, which educates its students from grade 1 to 12. "And how much potential they have."

In the senior school, classes are limited to about 17 students. "This allows us as teachers to get to know them much more intimately than would be the case in an ordinary school," says Miss Olive Shepherd, who teaches geography and senior English. "We can give individual attention to each student, which is essential."

Inventiveness has provided Miss Shepherd with many teaching aids which would have no place in other schools. A giant relief

Continued on page 14

globe dominates her classroom and maps which can be traced by touch, cluster the walls. Everything is touch-oriented.

"I prepare individual maps for the students on tin foil of a special thickness," she says. Her original drawings are impressed in a plastic mould, from which multiple copies can be made.

Mr. Armstrong points out that each student can read and write braille, a script invented by the Frenchman Louis Braille, consisting of signs formed by the use of combinations of six dots in two vertical lines of three each.

Students use two methods to write braille. One requires punching each hole individually through perforated steel guides. The other employs specially designed braille typers.

Superintendent Armstrong stresses that the program in his school does not vary from that of other schools. Students wishing to continue beyond grade 12 are well prepared to enroll in a grade 13 course in a regular secondary school. Or they go on directly to university. "In fact, students graduating from this school have excelled in science at university, or have gone on to law school," he says.

Others follow up on trades learned in the school's machine shop, while the girls often enter commerce as typists, receptionists or switchboard operators.

One of the problems the School for the Blind faces, is to provide literature, books and magazines. "A 30-inch-thick encyclopedia written in braille would be 45 feet thick," Mr. Armstrong points out.

Music plays a very important part in the school's curriculum. The music wing has about a dozen small rooms, each equipped with an upright piano, where students take lessons and practise. In the auditorium stands a three-console classical organ, where OSB student Stanley Windels who recently won the Royal Conservatory of Music's highest Ontario mark in grade 8 organ, practises daily.

In the gymnasium, which has been modified to accommodate blind children, senior girls cheerfully exercise on the trampoline, surrounded by the sound of jackhammers which are making room for the new building complex.

"It's a \$6 million reconstruction program,"

explains Mr. Armstrong. The program calls for demolition of part of the old buildings and will span over two years, with completion expected in early 1972.

Of the 233 students, 189 are from Ontario, the remainder from Alberta, Saskatchewan, Manitoba, Quebec, the Northwest Territories and Bermuda. They range in age from 6 to 21. Their visual handicap ranges from total blindness to 20/200 vision with correcting glasses.

Since most students don't live in Brantford or the surrounding area, the OSB is a residential school. About 40 residence counsellors take over where teachers leave off after school hours.

Counsellors have developed extensive recreational programs and despite their handicaps, the students take part in Brownie, Guide, Cub or Scout groups, visit music and dramatic programs offered in Brantford, play basketball, hockey, checkers, chess or cards, and take part in track and field events, wrestling, swimming and other sports.

The senior students have social and recreational clubs, which organize various functions, including dances, so that the students can experience the same social contact sighted teenagers enjoy.

Heading the staff under Mr. Armstrong are George Whetstone, assistant superintendent, and Mrs. Evelyn Chorniak, vice-principal in charge of the junior school, which is housed in a new annex behind the old building.

In the junior school the class limit is ten pupils to a teacher. While some of the children are multiple handicapped, the school takes on only those who will benefit from the teaching.

Mr. Whetstone, greeting every child he meets by his or her name, ("You have to; if you don't know their names, they don't know you are talking to them") points to four children who had just dominated a conversation with him. "Two of those came to us without being able to speak." Because they are multiple handicapped, the four children have one teacher all to themselves.

After 12 years at the school, the Canadian National Institute for the Blind helps students to get employment suitable to their talents. During those 12 years they have not only absorbed the normal Ontario school program, and in addition, through the dedication and inventiveness of their teachers and counsellors, they are equipped to handle the outside world with confidence

Mr. Armstrong likes to quote this statement: "Education must aim at giving the blind child knowledge of the realities around him, the confidence to cope with these realities, and the feeling that he is recognized and accepted as an individual in his own right."

The school's motto? "The impossible is only the untried." □



Helping pregnant students

This poem was written last year by Eddie Brown, 10, when he was in grade 5 at Glen Park Public School. He was inspired by a book he read, *This Stranger My Son*, about schizophrenia:

One boy is shy and timid Studies for marks at no limit His loving and kind Cannot be defined Oh, what a nice little boy.

Another is nasty and mean His swearing and him are not keen For he doesn't study He makes his sisters muddy Oh, what a monstrous fake That orders he will not take.

But these two boys Are one in the same One is tame One can maim.

One would kill One would save One would hate One would love.

But these two boys Are one in the same

Is the classical name.

(I will explain ya)
Is when one person
Turns into two.

Nothing can be done To help the author's son And others that came For help of the same.

The fees mount
Downs the bank account
Husband's working hard
Drop the pleasure card
And, What comes next?

Around the world they travel Looking for the psychiatrist You leave their office in a mist Still handle Tony with a fist.

While research is on Tony may be gone, But the author has left us a message.

That to the huge psychiatric field
They have not yet healed
The HOLE of the emotion disturbed Shield.

It's hard to leave school when you're pregnant and unmarried. It's a lot harder to come back.

"The worst day for the girls is the one when they return to school," said Joan Bowers, an assistant superintendent of Special Education with the Ontario Department of Education. "The girl doesn't hear any lesson at all — just what the others are saying about her. Sometimes they can't take it, and leave two weeks later."

Dr. Bowers, who specializes in the education of the emotionally disturbed, became concerned last year about the need to give teachers proper guidance in handling such situations. "Many bad things have been done with the best of intentions."

Ontario now has 14 homes for unmarried mothers, supervised by the Ontario Department of Social and Family Services, all of them run by church groups. Twelve of these maintain a liaison with their local school boards. In some cases, a teacher comes in to teach the girls any subject they want. In others, tutors come in, often in the evening, to teach a specific subject. "We're really encouraging school boards to get involved." Dr. Bowers emphasized." The girls have a great deal of free time, and those who continue with their education are able to devote much time to it. However, our point of view is that people with problems should not be segregated into a special class."

According to statistics for 1968, there were 83 unmarried mothers in Ontario below the age of 15; 221 who were 15; 625 who were 16, and more than 3,000 between the ages of 17 and 19. "Those who are students should be encouraged to attend school as long as they feel physically able, and as long as they are accepted by other students and teachers," Dr. Bowers said. "Pregnant students should be directed to a doctor for guidance, and advised that the various children's aid societies are able to help in planning during a pregnancy and caring for a baby after birth."

While more girls are staying with their own families these days, officials at the maternity homes report that the girls who go there are more disturbed than unwed mothers were some years ago. "It's very

confusing for them when they're told 'do your own thing, but don't get caught'.''

The principal, the student, and possibly her parents, should meet to discuss her continuing education after she withdraws from school, Dr. Bowers said. If she's staying at home and won't be out of school long, a classmate could take notes and assignments to her. Otherwise, she could be given home instruction or Department of Education correspondence courses. If she chooses to move into a maternity home, it would be helpful if she brought her texts, notebooks and a course outline with her.

Girls who are receiving home instruction are considered to be in full-time attendance at the school which arranges for the instruction, girls who continue their studies under maternity home tutors are still the responsibility of their own schools, and continue to be listed on the register.

Throughout the United States, a variety of programs for pregnant school girls are offered. One of the most interesting is the Young Mothers Educational Development Program in Syracuse, N.Y. Under the program, 150 girls a year receive a combination of educational, health and social services at the same location. Services are provided for unmarried and married school age mothers, and individual work is done with the fathers.

Four weeks after delivery, the girl returns to the program and continues to attend classes and make use of the program's services for the first year of her child's life.

In Canada, the Calgary Board of Education runs an experimental program called Bankview School for pregnant teenagers. The school offers regular academic subjects, as well as business education, home economics and sewing.

At two Ontario homes in Scarborough, Bethel Home and Rosalie Hall, 16 qualified teachers teach small groups in class-rooms provided by the homes. Examinations are forwarded from the girls' home schools and returned for marking. Carried out with the approval of the Metropolitan Toronto School Board, the service has been highly successful, with 97 per cent of the students being promoted to the next grade.

Prite-in

Articles pertinent to education will be accepted for publication in the Write-in column of New Dimensions provided they are no more than 500 words long. New Dimensions reserves the right to make changes where necessary. Pen names may be used but the author must give his correct name and address on the original manuscript. Material may be sent to New Dimensions, 40 Eglinton Avenue East, Toronto 315. The views expressed are those of the writer and do not necessarily coincide with those of the Ontario Department of Education.

To the editor:

In my view it is time that many of the self-appointed, education slaying gurus of the communications media fulfilled their obligation to the public by presenting a completely informed picture of today's educational scene.

In the past six months, I have had the misfortune to sit through a high school commencement speech (more aptly a series of ill-prepared off-the-cuff remarks) delivered by a nationally known communications personality; a CBC radio program involving an equally well known image; and read numerous editorial comments from supposedly reputable Ontario daily newspapers on the theme of education and its shortcomings. It is currently in vogue to be critical of the educational system, and much criticism it rightly deserves. Discussion of education's and hence educator's triumphs and failures is a healthy and necessary activity of paramount importance to all citizens in today's Canada. I am sure that any educator would agree that all of education's problems have not been solved, and I am also confident that they would welcome all informed and responsible opinion to assist in creating a better system. However, in all too many instances this opinion is neither informed nor responsible.

I resent vigorously the audacity or naivety of certain communications writers and personalities in criticizing a school system many of them have not seen since they graduated, and yet profess to be knowledgeable in dissecting in a way only they know how. I submit that these "media men" are not only rendering us as educators an unforgivable insult, but the gravest sham of all is the disservice they do to the public, the people who have intrusted them with presenting the truth via thorough research. Obviously these men have not learned the basics of the educational process, do your homework.

L. V. Creighton

Head, Geography Department Champlain High School Ottawa To the editor:

Special education has been getting rather bad press recently, but then it seems that much of education is being maligned and so it's really part of the current pattern isn't it?

Unfortunately the publicity for teachers of special children seems to be either bad or sloppily sentimental. Somewhere there must be a reasonable medium ground or middle of the road.

Teachers choose Special Education classes for many of several reasons one would suppose. The most prevalent idea seems to be the extra money and small classes. The second most prevalent idea seems to be that one teaches a special class because one is a "dedicated" person — whatever that means.

Special education is special! Fact, not cliché It is special because Children are special. Some children more than others — here the reference is to the lame, the halt and the blind, in whichever area of disability one chooses.

Teachers of Special Education classes, like those in "ordinary" classes come in all shapes, sizes and degrees of preparation, intention, integrity and caring.

Lest this become just another plea for the tolerance of the teachers — the point to be made here is simply: teachers and parents of special children must recognize the old admonition that an exceptional child is first of all a child with the same rights, privileges, feelings, desires and needs as other children — no more, no less.

Classrooms are manned by men - not saints

To err truly is human and most of the error made by teachers are those made in trying to do the job for which one has been engaged — in caring about the children placed in one's charge and all the while trying to justify one's very existence to parents, other teachers, administrators, the public arthe public media.

When will teachers be allowed to teach? Rarely, or never, does the press peek over the shoulder and through the keyholes of doctors, lawyers. Is not the teaching profes sion even more valuable to society? Without teachers there would be no other professions — think about it. \square

Geraldine A. Palmer, B.A., M.A.

Teacher
Donview Heights Junior High School



new dimensions

December 1970

Volume 5, Number 6

Published monthly by the
Ontario Department of Education
44 Eglinton Avenue West/Toronto 310
Telephone 365-6407

Editor, Pat Sherbin
Assistant editor, Louise Rachlis
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,
Assistant Director, John Gillies.

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

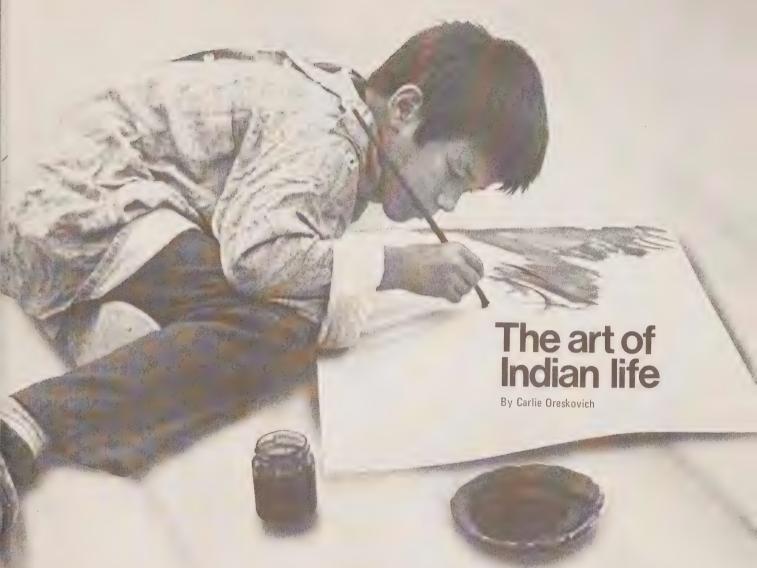
Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

You can obtain reprints in minimum quantities of 100, of any article that appears in *New Dimensions*. Prices are available on request by writing to the Editor at the above address.

Art lessons in Orillia	;
A marvelous mess at Toronto Teachers' College	4
Joyful sharing at Christmas	
Bilingualism takes a trip	
Negotiation committee appointed	
Inspector Trusler remembers his trials	
A sensitive film course for teachers	1
The Highlands school	14
Write-in	1(

Cover

The skating scene on this month's cover is taken from an illustration in one of the Ontario Readers, first authorized in 1885. The readers are part of the Department of Education's Historical Collection.



"The Indian not only uses his head, but his heart and hands to create."

This is the opinion of artist Robert Aller who last month spent a week in an Orillia school teaching Indian and white children to express themselves more creatively in art work.

Mr. Aller has spent a number of years in remote Indian reserves in Canada, encouraging, directing and bringing out the artistic talent inherent in children.

He was invited to Orillia by the teachers at David H. Church public school to demonstrate his techniques to the children and teachers.

Paid for by teachers funds, Mr. Aller spent a hectic week directing art classes for the more than 300 students at the school — 38 of whom are Indian.

In all, Orillia's 15 schools have approximately 134 children from the nearby Djibway Indian reserve. These children attend two of the city schools, David H. Church and Regent Park Public School and the Orillia and District Secondary School.

At David H. Church, Mr. Aller had the use

of the gym and complete freedom in directing the classes. Because of the number of classes and the quantity of supplies to prepare, the schedule was a round of ushering classes in, distributing supplies, working, and in what Mr. Aller considered was a very short time, cleaning up and bringing in another class.

He offered the children new ways to work which allowed them mastery of the material and freedom to experiment.

He noted that the culture of the Indian child is directly related to the differences in the output of Indian and white children.

Mr. Aller said that one of the conditions which contribute to the Indian child's character is his complete acceptance by the family. They are never embarrassed by their families and they have a lot of pride in their work which is seen in their concentration and beaming smiles when displaying their work.

"The Indian child", Mr. Aller says, "draws things that are not obvious to us."

The white child draws a home, parents, and many of the drawings are stereotyped. The Indian child, on the other hand, draws

nature and animal scenes. But not totally, since designs are also an important part, and a solid balance is usually characteristic of their work.

Mr. Aller has spent the past 18 years working with Indians in British Columbia, Manitoba, and Ontario. He plans to go into the isolated Indian settlements in northern Ontario this winter.

An accomplished artist, Mr. Aller has studied in Vancouver, Stockholm and Montreal. His experience at the Orillia school was his first in a school attended by both Indian and white children.

Mr. Aller notes that there is "something different" in this type of setting.

"The child is not afraid of the teacher or the school," he said, and this is because the teachers at the school seem to look at the "reason behind the reason" for the child's behavior. "It is not just toleration, but also understanding that is shown.

"The school and the teachers are accepting the children as their parents accept them, as total human beings. The child soon senses this and will be more open."





By Pat Sherbin

Barry Fendley and Connie Fuller stood beaming proudly in the halls of Toronto Teachers' College as a school-full of children scurried from one room to another.

"We made this whole mess," Miss Fuller laughed. "It's marvelous."

The "mess" was a first-time experiment for the college.

Although classes of youngsters are brought into the college for demonstration lessons, it was the first time that a whole school had come to the college.

Mr. Fendley is principal at Orchard Heights public school in Mississauga. In a casual conversation with Miss Fuller, director of the primary specialist course at the college, he mentioned that he wanted to let all of his teachers go into Toronto for a day of in-service training. But he didn't know what to do with the 160 students.

Miss Fuller knew what to do. She told him to bring all the children, from kindergarten to grade 6.

It was not a massive baby-sitting job.

During the same week that Mr. Fendley wanted to give his teachers in-service training, the only student-teachers left at the college were the primary teachers. The rest were out practice teaching.

It was perfect timing. Mr. Fendley's teachers could get the in-service training and Miss









Fuller's student-teachers could get in an extra day's practice teaching.

The result was the "marvelous mess."

As they stood together in the hall, one fiveyear-old, grinning from ear to ear, walked by hand-in-hand with a pretty, blonde student-teacher. He bounced along, half a step ahead of the young girl, anxious to go wherever she headed.

"Hi," he yelled at Mr. Fendley.

Mr. Fendley's jaw dropped.

"I can't believe it," he said. "That youngster is usually shy and hesitant . . . but now he's bursting at the seams."

The same happy atmosphere was prevalent throughout the whole primary section at the college. And there was a good reason. For the 160 Orchard Heights youngsters, there were 202 student-teachers.

Although there appeared to be a carnival atmosphere, a great deal of thinking and planning had gone into the day-long venture.

The student-teachers were told weeks in advance of the plans and, a week before the visit, they were divided into eight seminars. Each seminar dealt with a different subject and the group members had to decide in advance what they were going to teach, how they were going to go about it, and what equipment was needed.

All eight groups then met to exchange plans and ideas, and a loose schedule was drawn up.

The weekend before the arrival of the youngsters, the teachers were at the college preparing the classrooms. When the children arrived, they were not grouped into classes. Rather, the teachers tried something that is common in the British system of education — family grouping. Under family grouping, the ages of children in each classroom are mixed. Hence, instead of having a class for each grade there were eight classes of mixed ages.

During the day, the children were allowed to move freely from one class to another.

If, for example, a youngster didn't like the action in the math class (named Mugsy's Measuring Room for the day) he could move on to the theatre arts class.

Having one, and in some cases two teachers for every child was a unique experience for both the teacher and student.

One young Orchard Heights girl, at the end of the day, admitted it was fun but added that she didn't think she would like it every day.

"It was too tiring," she sighed.

Teachers' College officials were particularly impressed with Mr. Fendley's co-operation in the matter, pointing out that more and more principals are trying to give teachers in-service training during school hours.

They admit this is difficult because all teachers cannot take the training at once and a principal must agree to help with the classes when part of the staff is away.

The officials said that some principals might have hesitated if they had received the same offer as Mr. Fendley, especially when a 40-mile bus trip was involved.

"But he didn't hesitate," said one college master. "He just said 'great'."

Mr. Fendley said that the beauty of heading a small school such as Orchard Heights was that it allowed the whole school to be transported on a project such as the college experiment.

And everyone from the student-teachers to the happy youngsters thought the project was wonderful. \square

5

Photos by Morley Overholt

The joy of sharing



In the world of the young, anything is possible — especially at Christmastime. A home economics room may become a wizard's workshop — where, as any fairytale will tell you, no encounter must be questioned. You may meet blue-maned horses grazing dreamily beside a herd of hippos with emerald eyes, a purple lion whose noble turn of tail might be the envy of any king of beasts . . . or a pink-whiskered cat grinning slyly at an invisible moon.

The scene of all this creative wizardry is the home economics room of the Agnes McPhail Vocational School in Hamilton where, in the weeks before Christmas, students make toys for the kindergarten children of "the Older City", the older and underprivileged areas of Hamilton. The fact that the toys are more of a tribute to the ardent dreams of childhood than to the realities of nature is in part due to the circumstance that their creators are also inhabitants of the Older City — a place where you soon learn that the imagination may be a powerful tool of survival.

The toy-making project is part of Agnes McPhail's contribution to a compensatory education program known as E.N.O.C. (Educational Needs of the Older City). Created by Dr. Gordon Price, Director of Education for the City of Hamilton, E.N.O.C. is designed to assist the environmentally handicapped children of Hamilton's five inner-city schools by providing experiences essential to their development. In addition to the staff of the E.N.O.C. schools, the program relies on the voluntary participation of interested citizens, organizations, the parents of the E.N.O.C. children, and the enthusiasm of students like those at the Agnes McPhail Vocational School.

Mrs. Gladys Whyte, principal of Agnes McPhail, is the first to admit that this last phenomenon has reached epidemic proportions among her charges. "Enthusiasm!" she cries with a delighted vehemence that echoes the emotion of her pupils, "I can't keep up with it! As soon as one group reports the completion of a project, there's another pounding at my door to discuss a brand new idea. But believe me, I wouldn't want it otherwise."

The school's record of E.N.O.C. projects more than substantiates its principal's claim that she "wouldn't want it otherwise" Earlier this year — at Easter — Agnes McPhail students managed to dream up a project that involved the entire school and most of the subject areas taught there. A wonderland Easter party for the "E.N.O.C. kids" featured decorations courtesy of the art students, candies and refreshments (including a special beverage called "Bunny Pop" which some young connoisseurs claimed bore an astonishing resemblance to Freshie . . .) prepared by the homemaking and home economics classes, costumes made by the industrial sewing classes, songs arranged and performed by the school's choir, dances choreographed in gym class - and a play written by part-time playwright ("When it's for E.N.O.C. - how can one refuse?") Gladys Whyte. The play (and party), which ran for two consecutive days and enthralled no less than 400 E.N.O.C. children, proved such a hit that the senior class has adopted it as an annual project.

... But let's come back to Christmas. To the carols, the candlelight, the turkey — and pine-scented rooms, the tall December stars twinkling above the blue-shadowed snow. For children who often don't have a quarter for lunch, it's mostly a great time to dream.



So those toy-making wizards are making sure that the E.N.O.C. kids won't have to substitute dreams for the real thing on yet another score. In addition to pink-whiskered cats and hippos with emerald eyes, the children will have as many cookies as they can eat.

But man does not live by cookies alone, and in this festive season the joys of the spirit must not be left unsung. Art students at Agnes McPhail are busy writing Christmas stories and poems which they make into illustrated booklets for the primary grades of E.N.O.C. schools. This year, some of the students will visit the schools and experience the supreme satisfaction of reading their work to a captive audience. "We will choose those students who have a mental block in one subject but are excellent readers and writers," explains Gladys Whyte. "Because of their handicap, these students have a tremendous need to feel useful and it will give them a great lift to think they can do something for others and do it well."

The need to give and the need to know that they can contribute something to the happiness of others seem to be the motivating forces behind the endless E.N.O.C. projects at Agnes McPhail. "These students come from disadvantaged homes themselves, where the experience of giving is a rare one," says Mrs. Whyte. "It's a tremendous thrill to be able to help when you were never in that position."

But perhaps the most eloquent statement of the experience of giving comes from one of the students themselves. On the billboard of one of the classrooms, recorded in the round earnest characters of a childish hand, the visitor's eye meets this simple testimony: "Joy is sharing and sharing is joy."

Qu'est-ce que c'est? It's a bilingual trip

By Michael Barnes

"Bonjour, Monsieur."

Félix Lessard stopped his tractor. There were four of them, two boys and two girls, about 12 years old. It was a school day, and yet they were out in his field. He smiled encouragingly and waited.

Across the village, on highway 11, Monsieur Guay was also smiling. It was not every day that four students came and asked the price of a new car. Around the corner in Guay's garage, his brother was attending to a customer with car trouble.

"Mon auto n'allé pas," said the very earnest young lady of 11.

The garage owner took this statement at face value.

'Ou est votre auto?'' he asked slowly.

The young 'driver' seemed at a loss for words. Finally she pointed north.

"C'est là," she said.

All over Val Gagné, 11 miles north of Matheson, storekeepers and citizens were being stopped at their work by small groups of children. Each group had a tape recorder and each child had many questions.

The clerk at the Caisse Populaire was no exception.

"Qu'est-ce que c'est une caisse populaire? Je vais allé ouvrir un account?"

At first sight it might have seemed a normal occurrence. Val Gagné is a French Canadian community and the conversations were in French. But the boys and girls were English-speaking sixth graders from the Jospeh H. Kennedy public school in Matheson.

The excursion was the idea of French teacher Ed O'Donnell and coordinating orincipal Frank Kinsella. Youngsters had taken Oral French instruction in Matheson for five years and their teachers felt it was time they went out and practised the anguage.

The Cochrane-Iroquois Falls Board of Education bus was used to transport the tudents to Val Gagné.

The trip was no surprise to the people of Val Gagné. Ed O'Donnell had visited the rea the week before to talk about his plans. 'Don't talk English! Please treat them eriously. It would help if you talked very lowly.'' The people entered into the spirit of the exercise.

The students found that in real life conversation, there was not a great deal of time for leisurely consideration of words. Their assignments had been given in English and the first task was to translate them into French. When the four students in each group had acted out their questions, Mr. O'Donnell checked them for accuracy.

At Chez Ti-Mé, the pool room and bowling alley, one question was seriously considered.

"Comment jouey-vous le bowling?" As it happened, all the students found their way to the alley after their interviews and were treated to a game. The scoring in French was tricky for some.

Back in the classroom, the taped interviews were played over and criticized. Some recordings were accidentally erased, but for the most part the interviews came through well.

Mr. O'Donnell said that the students became aware of how little French they knew. Yet what French they did know was readily understood by the people of Val Gagné. Possibly even more exciting was that they could understand much more than they felt possible.

Committee appointed

Minister of Education William G. Davis has appointed a committee to study teacher-school board salary negotiations.

The Committee members are: His Honor Chief Judge C. E. Bennett, Chief Judge of the County and District Courts of Ontario, chairman; and Mr. B. S. Onyschuk of Thomson Rogers, Barristers and Solicitors, Toronto.

In announcing the appointments Mr. Davis said that after due study and consideration the committee will make recommendations with respect to negotiation procedures between the teaching profession and the school boards of Ontario.

They will inquire into and report on the process of negotiation between teachers and school boards, including the nature and length of agreements between the two groups and the establishment of appropriate time schedules for negotiation procedures in order to assure adequate staffing of the schools. They will define the bargaining units, consider the role of the various professional and trustee groups in the bargaining process, define matters they consider subject to negotiation and any other matters they may think significant.

During the course of the study the committee will hear representations from all parties, groups and organizations concerned.

Mr. Davis said that although existing procedures have proved effective in the past, they may require some modification and adaptation to meet new situations and new circumstances.

In announcing the move, Mr. Davis stated that because the committee will be dealing with the development of what may become long term procedures, it will require time to explore all the possibilities. As a result, it is not anticipated that the committee's report will be ready in time to offer guidance for negotiations scheduled to take place between now and next summer.

Mr. Davis stated that as a result of meetings with the representatives of the Ontario Teachers' Federation and the Ontario School Trustees' Council he felt encouraged that the existing procedures can be used to settle forthcoming negotiations without any disruption of the school system.

lew Dimensions, December 1970

The terrible trials of Trusler

By J. W. Trusler

J. W. Trusler, who retired as Inspector of Public Schools for North Bay and District in 1964, is chairman of the Board of Governors for Nipissing College in North Bay. He is also co-author of Basic Writing Course, grades 1 to 10. After I returned from service in the Royal Flying Corps in World War One, I taught in my own area school which I attended as a boy. Soon after taking the job I learned that a small group of religious people had opposed my engagement because they explained to the board, "He's been to France and Paris and has seen too much."

I assured them all that I had been to Paris
— in fact on several occasions — and confessed I had seen a lot, but never too much.
They were still suspicious but satisfied themselves with looking at me out of the corner
of their eyes and mumbling a bit.

It was in 1939 I was appointed Inspector of Public Schools for North Bay, Nipissing District (in part), and Parry Sound District (in part), with headquarters in North Bay. I was to succeed P. W. Brown who had served the area for 20 years and who had reached the age of 71. On arrival I called on Mr. Brown. He asked me to take a chair. As soon as my sitting area touched the chair, it collapsed; me with it. From a sprawling position I glared up at Mr. Brown. Humiliated? Yes. Mad? Completely.

And then as my predecessor roared with delight, I joined in as I ruefully thought, "This is a hell of a way to start a new career."

When order was restored we made arrangements to move the furniture to my new abode and then he told me I should go out to Balsam Creek to see how they were getting on with a new one-room school under construction. It took me an hour with detours and becoming lost, to travel 15

miles. When I arrived at the site I saw three men sitting on the ground beside a big excavation. Close by was an old Model T Ford with the rear end jacked up and a belt running from one rear wheel to a small concrete mixer.

They looked me over and said, "Good-day."

I said "Good day," and then added, "Are you the contractors building the school?"

"Nope," one fellow replied, "We're the school board."

"The school board?," said I. "Do school boards build schools up here?"

"Nope", the same fellow said, "but we do 'cause there ain't anyone else to do it."

"Aha" I murmured, putting on my most professional and inspectoral air.

"Yup", one of the others said, "we ain't got no money to pay anybody so we decided to build her ourselves."

"Have you stopped for the day?" was my next question.

"Nope" came the reply, "We run out of gas.
"How's the supply of gas in your tank?"

I assured them it was good and then introduced myself as the new inspector. They thought that was fine and I could give them a little government gas in the cause of education.

We siphoned some gas into their tank; got the motor started and they were again in business. Before long they had me down in the hole pounding the concrete. After about half an hour of this I began to wonder if this were an inspectoral duty or if I were a bit looney. Anyway I quit early. They were appreciative. Later I heard they told around the community that I was a real helpful young fellow.

The school opened on time. It is still there. It has a fine foundation, possibly due to the pounding I gave it on the 1st day of September 1939.

In those days I had 52 school boards, 117 teachers, 2,600 pupils and 57 one-room schools. Forty-four of the teachers were in North Bay.

In my rural schools, 26 had wooden black-boards made of three pine boards one-foot wide and one-inch thick. These had been painted black. Due to heat the planks had shrunk leaving one-inch cracks between the boards. You would not call these modern blackboards. There were few maps, complete lack of reference books, no free supplies, no artificial lighting, some home-made desks and often an older pupil doing the caretaking. You either accept this or reject it. I chose to correct it.

In spite of the frugal way the school boards operated, I decided they must provide better equipment and supplies — so pressure was applied. During several months we fought the battle of the blackboards. I requested the grants office at the Department to forward all grant cheques to me. When grants became payable I received the cheques. Those boards who were trying to improve conditions received their cheques. For a rural school this varied from \$600 to

\$1,000 per classroom. At one time I had cheques totalling \$40,000 in my office and told secretaries they would get their cheques when they improved facilities or equipment. Great improvements took place within weeks.

One of my early activities as an Inspector was burning down the school at No. 1 Cameron, east of Mattawa about five miles and located on the Trans Canada highway. It was in February, 1940. I arrived at the school about 10:30 a.m. and had to complete my inspection; run into Mattawa for lunch and return for a meeting with the Board of the Improvement District of Cameron which was to be held in the Trans-Canada Hall at 1 p.m. The Trans-Canada Hall was about 400 yards from the school and had been built for community use.

The furnace in the school was a home-made one located in the basement. One great pipe ran to a huge heat register in the centre of the floor of the classroom. The smoke pipe ran between the inner wall of the classroom and the exterior wall. (I didn't know this.) Neither did I know that the pipe was not insulated by asbestos or other insulating material.

The temperature that morning was 33 degrees below zero. In the school it was somewhat warmer. It was about 32 degrees above.

Towards noon I went down in the basement to put on more heat. I piled in the wood which was still a little green, and opened the drafts. Then away I went to Mattawa. By 1 p.m. I was back at the meeting. About 1:15 one of the board members looking out the window, yelled: "My God, the school's on fire."

Away we went. The children were already marching out with the larger ones carrying their desks. In a few minutes we had everything out that was not nailed down. Children were taken up to the Trans-Canada

Hall. Cause of fire — overheating of the smoke pipes.

Now if a fellow burns down one school he should build another. They didn't need my help in Cameron. A year or two later I was of some assistance in Crerar Township.

In those days there was no large branch of school designers at the Department. There was a technical officer, Mr. McLean. The only architect that had ever come to North Bay was one from Hamilton. Mr. Warren.

Out in Crerar they had a log school. It was one of three schools in this area where you stepped down from ground level to the classroom floor. This was due to what you would call "sinking" — meaning the earth under the floor.

It was decided to build a new school. The Hamilton architect drew a plan (no pay). The Department turned it down. The secretary of the board knew an engineer with the Department of Highways in North Bay. He drew a plan (no pay). The Department turned it down. Now it was my turn. I drew a plan. The Department approved it. It was a real good school. It cost \$5,000 to build. It still stands and is used as a house. I always feel happy about designing one Ontario school. Things were direct and simple in those days. I doubt if this sort of thing would be allowed in 1970.

It was over in Papineau Township near Mattawa that I found the most ancient and dilapidated school in America. It was made of logs and had been built before the turn of the century. The ventilation was excellent. You could stand inside and see the sky and surrounding country through dozens of cracks between the logs. The teacher was married, burly and tough. She went as a Miss Y rather than Mrs. because in 1939 a married woman was rarely hired by a school board. She arrived in the area the same year



Continued from page 9

as I. Her predecessor had allowed things to run wild. Not her.

One morning in the winter of 1939-40 l drove in to Mattawa, arriving there at recess. At noon I went into the Mattawa Hotel for lunch. The proprietor told me a lady was waiting to see me. It turned out to be Mrs. X, who lived in the Papineau section close to the school. There were few people in the dining room so Mrs. McKecknie suggested we sit in there. Mrs. X said she had heard I was in Mattawa and she had walked in the six miles to see me on this cold winter day. I mentally calculated that as I had only arrived in town at 10:45 and it was now 12:15, that Mrs. X was really a marathon walker and the Moccasin Telegraph operated efficiently in that area. I asked her if she would have lunch. She declined. She wouldn't even have a cup of coffee.

I ordered lunch and invited her to outline her problem. She wanted me to cancel Miss Y's certificate. I explained I had no power to cancel certificates, — only recommend suspension. That suited her. But first I wanted to know why. The conversation went something like this.

Mrs. X: That teacher we have drinks.

Inspector: In school?

Answer: No, not in school.

Inspector: In the school yard?

Answer: No, not that I know of.

Inspector: In front of the pupils?

Answer: No - But I heard she drank liquor

at parties.

I explained to her that I couldn't recomment the suspension of a certificate on hearsay.

"Well then you can suspend it because she smokes."

"In school?"

"No".

"In front of the pupils?"

"No - But I heard she smokes."

Again I told her I couldn't take action on hearsay.

Then, she said, "You can put her out because she swears."

"At the pupils?" I asked.

"No, but the other night I went to her boarding house and asked her landlady if I could see her. Miss Y came downstairs and I sure lit into her and do you know, Mr. Trusler, before I had half finished, she stood up and pointed her finger right at me and said, 'You get to hell out of here.' Miss Y stayed for the remainder of the year and put the school in good shape.

This was the period when township school

areas were being formed. Opposition on the part of many trustees and ratepayers was really rabid. At a meeting of trustees in Middlesex County, a trustee told V. K. Greer, Chief Inspector, that the last Township School Board formed in Ontario would be in Middlesex. A cousin of mine who was a successful farmer and a school trustee in Lambton County told me that the Middlesex man was all off base because Lambton would be the last county where trustees would give up their freedom.

But I found a few stubborn opponents in Nipissing and Parry Sound Districts. In the area south west of North Bay in the District of Parry Sound there are four small communities: Golden Valley, Arnstein, Port Loring and Loring. They had five school boards, operating six schools of which two were two-room schools. I suggested we form a township school area and build a central school of six rooms at Loring.

A public meeting was held in The Veterans' Hall at Port Loring. All the trustees and 300 ratepayers attended. I spoke to them about the advantages of a central school and suggested they should also have a continuation school for students from grades 9 to 12. This could only be done through a central township board.

One of those present was Lewis Murphy, Secretary of The Golden Valley Public School. While I was in the midst of my oration which was geared to leading them into the promised land, Mr. Lewis stood up and asked if he could say a few words.

"Sure," I said, "go right ahead." In a booming voice tinged with Irish brogue, Lewis said, "If this thing goes through and you people vote in favor of a township school board, I'm going to get out of school business. I'm going into something clean. I'm going to raise hogs." There was dead silence. I started to laugh. Then Mr. Lewis laughed. Then the crowd laughed. The tension was broken.

Mr. Lewis spoke again. "You know, Mr. Trusler," he said, "I'm a lot nicer fellow at home than I am at a school meeting."

Everyone breathed easily. The vote was taken. The township school idea received almost 100 per cent support. A six-room public school and a two-room continuation school were built at Loring.

It might be interesting to note that over a 14-year period from 1930 to 1944, there were 314 students in that area who passed their entrance examinations and 296 passed with honors, but only 5 of that 314 went on to Powassan or North Bay to get grade 12 or grade 13 standing. One of these was Geraldine Moore who later married a doctor; moved to Flesherton and became the first chairman of the Grey County Public Board

and is now chairman of the Grey County Board of Education. Since then hundreds of students from Loring area have gone out through Ontario as teachers, nurses and dentists. There was one university professor, several doctors and lawyers, as well as a number of successful businessmen. This is a real tribute to Lewis Murphy and those people who worked for better facilities for their children.

I could tell you about the teacher at Temagami who had a continual uproar in her room and whom we had to let go, who wrote to the Department and said, "I have always been able to get along with children, trustees, and ratepayers, but never with inspectors for they are a bunch of Communists." Or about the 85-year-old teacher at U3 Calvin who was sound asleep with his head on the desk and all the pupils standing around him with their books open waiting for him to wake up, when I walked in to inspect the school.

Then there was the architect who designed the two-room school with the water tank against the furnace so you only got hot water out of the drinking fountains during the late fall, winter and early spring, and who also arranged the toilet stalls so you had to stand up on the seat to get the door open when you wanted out.

There was the nearby inspector who always reported to enquirers about his excellent teachers who had applied for positions elsewhere that they were just fair and that poor teachers were excellent.

Or the inspector who always asked in every class from grade 1 to grade 8 what they knew about Board Measure.

Then there was the inspector who, when he carried his lunch, put on his expense account under meals an amount obtained by charging 1 cent a slice for bread used; 2 cents for butter; 3 cents a slice for meat; and 5 cents for an orange. He explained to me that if it came to 32½ cents he charged 33 cents. I figured what he made up in honesty he compensated for by stupidity.

The 1940's and early fifties were indeed different in many ways than the 1960's. Looking back one can assess their productiveness. In the Inspectorate of North Bay, Nipissing (in part) and Parry Sound (in part), what did they produce in education? It is difficult to estimate. One thing can be counted. From that area we sent eight teachers into the Normal Schools and Teachers' Colleges as Masters, 14 became inspectors. One became principal of the School for the Deaf at Belleville. One became principal of the School for the Blind at Brantford. And one, Dr. J. R. McCarthy, became Deputy Minister of Education. So the rough and rumble of those years were not in vain.

Developing sensitivity through film By Ruth Best

"What are your feelings about last night's film?" asked Peter Nightingale, leading the discussion in his usual soft-spoken manner.

There were 25 of us, mostly Ontario teachers and consultants, relaxing in jeans and bare feet and sprawled on mattresses in a lecture room of Elliot Lake's Centre for Continuing Education. The film under fire was 'Easy Rider', the story of two young dope handlers who cut loose from society and motorcycle across the United States in search of an America that does not exist. They end up getting shot.

"I think it was disgusting, absolutely disgusting." The speaker was a man older than the rest of us. He wore a business suit and sat on a chair rather than with us on the mattresses. "It's the type of film that can do very little good and a great deal of harm. Typical of the junk they're turning out these days."

"Just what was it you found objectionable?"
Peter continued.

"Well, it's just the whole idea of two young punks like these being glamorized. Why, they were nothing but weaklings, parasites of society. I would have shot them too if I'd had the chance."

"Aw come on eh?" A young high school teacher was speaking now. His face was as red as his hair and he gestured with both hands. "Are you saying that just because these two guys chose a way of life that you don't happen to agree with that you'd have actually killed them? Jeesh, I don't believe it! "He slammed down his notebook and shook his head slowly back and forth. "But my God, they were human beings, don't you see?"

And so it went. Sometimes we talked about camera angles and techniques, story line and symbolism, or how the film could be used in a classroom. Even moral issues were rehashed.

The Ontario Department of Education's Learning Materials course called Special Media Study, had started out traditionally enough with all of us name-tagged and sitting in a circle. Principal Bill Mitchell had introduced the two leaders, Peter and George Peter Nightingale, gentle and unassuming in manner and voice and traditionally dressed, said he represented the "straight world." But George Wright, barefoot and wearing jeans and a peace emblem tee shirt,

had spoken only a few sentences before we could determine that he was "right on" and "where it's at." Sizing us up through campy rimless glasses, George explained something of what we would be doing for the next three weeks, viewing films, discussing them, then making films of our own. For the latter, cameras, film and tape recorders would be available and we could choose any subject

There were varied responses to Bill's "Why are you here and what do you hope to get from the course?"

"To understand film and gain insight into the bureaucracy," was the reply from a full-bearded curriculum specialist.

"To find out where to go from here," a Roman Catholic sister stated.

A young Toronto teacher tossed back her long blond hair and claimed she wanted to learn to "be more creative — more human, as well as how to run equipment." And one honest man admitted he had come so he could make more money.

It was obvious that each film had been carefully chosen for a purpose. 'Loving' and 'Le Bonheur' were easy to follow because of their direct story line. But others such as 'Head' and 'Medium Cool' were non-linear with no beginning or ending and meant to be viewed as a continuing process, like a tapestry or mosaic. Fellini's richly symbolic '8½' seemed designed to communicate on a subconscious as well as a conscious level, and although difficult to understand at first. it had a powerfully lasting effect. Louis Bunuel used symbolism in his 'Belle de Jour' and 'St. Simon of the Desert' too, but with strong moral and religious overtones. Some films such as 'The Rose', 'Dream of Wild Horses' and 'Clay' were meant to be viewed as an art form, while Orson Well's 'A Touch of Evil' was shown for its unusual (for the early 50's) lighting and camera techniques.

"Hardware" on the course included videotape recorders, overhead projectors, sound tapes and, of course, film projectors. And for our own movie-making, there were cameras, splicers, viewers, material for titling and tape recorders. Instruction in the use of any of these was available.

Another form of communication was demonstrated one night when George arranged for a local rock group to play. In spite of protective cotton in our ears we

Continued on page 12

not only heard but experienced the music bodily.

Another "special" was a tape on sound prepared by George and followed by a demonstration of the calming effects produced by group meditation using as a verbal mantra the word "Aum", an ancient Hindu word for God. And indeed, as the "Aum" was passed from one droning voice to the next its effect was so mesmeric that most of us seemed loath to leave the circle at all that night.

Bill's Mythological Archetypes lectures prompted a variety of reactions.

"Fantastic!" declared one.

"A con game. I don't buy it," said another.

By the middle of the second week we were all involved in our own film-making. Many used the town of Elliot Lake as a setting. One group did a parody on Easy Rider' featuring a Toronto teacher as a bubble gum pusher. Another ambitious pair experimented with pixilation. While one partner worked laboriously at moving a large plastic dog a few inches at a time, the other recorded each movement by shooting one frame at a time on a movie camera. Three hours of this resulted in two minutes of film showing a hilarious unaided trip up the hill by the dog. An eager Dundas teacher decided to try some animation and did a short movie on the Pink Panther. Working with plastic cutouts he painstakingly moved and photographed an apple for four hours to get a 30-second tumble from a tree.

We were gaining a healthy respect for the professional film-maker.

But we were learning other things too. Our group decided to do a film on hands: baby hands, a child's hands at play, loving hands, old hands. With filming equipment, a little brashness and a bilingual cameraman we toured the streets of Elliot Lake. The hands were easy to find and the subjects willing. We recorded baby fingers pulling petals from a daisy, the rough cigar-waving hands of a cabbie, chubby four-year-old fingers picking berries and the greasy hands of a mechanic beneath the hood of a car. Along the road we noticed some children with jars of bees and decided to include them in our film too. With dandelion-stained hands they turned their bottles this way and that so we could take our pictures. When we had finished I crouched on the hillside and took





On the discussion mattress

one of the buzzing jars in my hands. I watched a bee, fuzzy yellow, delicate wings whirring as it propelled itself along the stem of a daisy. How long had it been since I had taken the time to look at a bee? A circle of small tanned youngsters looked on, their childish faces reflecting wonder and delight. For a moment I had been admitted to a world of enchantment I had almost forgotten.

Something was beginning to happen.

We had already begun to develop an awareness of film. Now we seemed to be experiencing an awareness through film, an awakening not only to nature but to people around us. From discussions we were discovering and examining our own attitudes, while developing an acceptance of those held by others. Prejudices against the so-called hippie generation were certainly evident during discussion of 'Easy Rider'. Yet through hearing other viewpoints, some began to accept the fact that the younger generation has some very important things to say if we will listen. And by listening perhaps we can close "the gap" a little.

A kind of self-awareness had begun to surface too. We started to take note of our own physical positions on the "discussion mattresses." The most vocal in the group invariably gravitated to the centre — exposed and vulnerable. The quieter ones propped themselves against the walls (where their backs were protected). And on days when some of us felt uncommunicative (which occasionally happened after a film that evoked deep emotions) we would head for the safety of the corners.

We even became aware of our clothing and its effect. One morning I wore a dress — and did not contribute a single word. By afternoon I was back in jeans. I noticed a man wearing a sportshirt covered with small owls. His remarks seemed extra wise that morning. The older man who had argued against 'Easy Rider', always wore a suit and sat on a chair, surprised us one day. First he arrived minus his jacket and tie. Next day he came wearing a sport shirt, and later shorts. And the time finally came when he joined us on the mattresses — on "common ground"

The videotape recorder was put to use on many occasions. Recording our actions on the tape and using Bill's mythological archetypes as a guide, we indulged in a bit

of role playing. Four people volunteered to play the parts of a concerned school board member, an irate parent, a defensive teacher and a meditative principal. The result of the playback was spectacular.

"Raise your hand when you see something you'd like to talk about," said Peter, "and we'll stop the tape." It was like a game of musical chairs for those involved.

"Why were you gesturing that way?" or "What did you mean by that remark?" were questions tossed to the actors. And it soon became apparent that the contrived roles had dropped away. The actors were really playing themselves, and seeing themselves where they could examine their behavior first hand. These sessions were so successful that more were requested.

We had experienced communication visually and audibly, but not yet directly through touch. So the last morning of the course we were advised to come prepared for physical activity — everyone in barefeet and slacks for the ladies. We were told to divide into two groups, each forming a circle. One person was instructed to go outside the circle, then try and break into the group using any method he wished. Our job was to keep him out if possible. Great physical struggles ensued and in every case bodily violence was used. The session over, we stumbled disheveled and panting to the lounge for coffee.

Only then did it occur to us that no one had thought to simply ask admittance into the circle. Left on our own we had automatically resorted to basic violence.

"Choose a partner, sit opposite him and look him directly in the eyes for five minutes," Peter instructed. Soon we were paired off eyeing one another. The experience was a bit unnerving at first. My partner was a man I did not know too well, and I found the situation slightly embarrassing. Yet before long, questions began forming in my mind. ("What are you really like Cec? Now that I look at you, you don't seem the stolid, unreachable man I mistook you for before.") Nonverbal communication. I felt an unmistakable warmth of friendship radiating between us.

Later that day I noticed two little boys obviously meeting for the first time. Without hesitation they ran toward each other and grasped forearms.

"How old are you?" asked the grinning sixyear-old.

"Eleven," answered the older one. "What's your name?" They patted each other's cheek then and ran off together. What an honest and direct way to begin a friendship, I thought. Could we adults ever relearn what had once been spontaneous and natural?

The course ended much as it had begun. Peter, sitting cross-legged and sipping coffee asked if we thought it had been worthwhile. "Or were there some things you wished had happened that didn't," he added.

The answers were honest.

"Doors have been opened."

"I'd like to have learned something of the history of film."

"I've learned how to communicate as a human being. Now I'm going to go back and hit them with this."

"Next time I look at a student with long hair, instead of asking him what he's trying to prove, I'm going to listen to him."

And the man who had worn the suit and sat on the chair at the beginning of the course had this to say: "It has been the most significant three weeks in the past 10 years of my life."

My last recollection of the group before we parted was of George's farewell — he simply raised both arms, making a fist with one hand and a peace sign with the other.

Power and Peace.



Almaguin Highlands swings

You want to get to the Robert Louis Stevenson Room? Go down Inverness Corridor to Glencairn Corridor... Turn right and walk down Glencairn until Heath Corridor. The Robert Louis Stevenson Room is on your left. You can't miss it... it's the size of four regular classrooms.

That's the way students at northern Ontario's Almaguin Highlands Secondary School direct visitors, and it's just one unique aspect of their composite school, which is sprawled over 43 rugged acres half way between Sundridge and South River. It is the only secondary school in the East Parry Sound district.

Its 77 staff members and 1,225 students

reach the school by car or bus, or in some cases, by snowmobile. Nobody lives close enough to walk. At 3:30 p.m. on a school day, 32 yellow school buses pull up to transport the students an average of 25 miles each way . . . to places like Trout Creek, Ahmic Harbour, Powassan, Port Loring, Callander, Katrine and Bear Valley. Some have as much as 60 miles to travel from home to school.

The school's name combines Algonquin and Magnetawan and is the result of a contest seven years ago to name the region and promote tourism. The school is situated in a highland area, on the edge of an escarpment.

The Scottish names throughout the school are "something the students are happy to identify with," says the principal, John McDermott, "although it really isn't a Scottish area." The Scottish theme reaches right down to the portable classrooms which are called the Outer Hebrides. The school uses computerized timetabling and the credit system, and Mr. McDermott finds that the Scottish nomenclature adds a more personal touch. He has sorted the student body into clans "to overcome to some extent the problems from having no real classes. We like to think it s based on common sense, 'he said. 'A new student coming in has no trouble finding his locker."

Almaguin has a relaxed and happy atmo sphere. There are no dress restrictions and the cafeteria and corridors are unsupervised. Teachers have enough work to do without those duties, Mr. McDermott reasons, and besides, students who are on buses so long "need a chance to let off steam." No bells ring to signify the end of the 40-minute periods . . . "To us it seems to give a better tone to the school."

Since most of the students come from a rural background, they sometimes start out with less knowledge than most city dwellers about what is available at universities and colleges. But that hasn't lessened their motivation. Of last year's 61 grade 13 graduates, 38 went on to university, 14 to nursing, three to teachers' college and 25, including some grade 12's, to colleges of applied arts and technology. The school holds annual university, community college, career and parents days, and arranges trips for students to educational institutions and hospitals.

The lack of large local businesses where commercial students may gain experience is being overcome by an open plan commercial area where marketing, accounting, business machines, and secretarial subjects are studied together.

"Most of the students are coming around to it quite well," said Ross McBride, director of business education. 'They're concentrating more, and discipline problems just don't exist. Everyone is more considerate of one another. In our subject, it's more realistic."

The 88 music students have a similar problem, according to their teacher, Robert Brandes. "They can't go to see a symphony or jazz concert," he said, "and so it's a big building program to get them interested." The green, carpet-tiered levels of the music room provide a pleasant background for their music program, and a facility which Almaguin theatre arts students are delighted to make use of.

Other effects of the isolated location are more subtle. In the fall, about 75 students are away hunting and working in the lodges. Almaguin's yearly winter carnival includes ice sculpture, snowmobile races and tea

boiling contests (build a fire and boil water over it). In the art room, a student chooses to make a plaster model of a moose. But as far as courses are concerned, those at Almaguin Highlands are as imaginative and complete as at any southern Ontario school.

Michael LaRochelle, top student last year and president of the Student Administrative Council, commented: "They always find something you're good at. I came from two smaller schools, and I like the opportunity here. I've seen other students drop out who just didn't have the interest, but this school combats that. In the technical course you can even put together a snowmobile."

In the fourth year of an experimental course on technical research, students are left completely on their own. One group is designing a house, others are tackling such projects as a generating unit or a wind tunnel. Besides the experience, it gives the class an additional benefit. "The course allows us to get the students out of the classroom," said Gordon Forrington, the technical director.

In the theatre arts course, students videotape plays they're doing for the first time. "It really lets them see their mistakes," teacher Jim Calarco smiled. "Then we compare it with the finished product." An "exchange program" is run between theatre arts classes, with the morning and afternoon classes taking turns performing for one

"We started the course with general exercises to get the students on their feet," Mr. Calarco said, "and next went on to pantomime, improvisation and some one-act and radio plays. Theatre work gets the students relaxed . . . that's what they like about it."

In Occupations, the class is building a 15coot-long barbecue on school property. "We felt if we did something concrete, the boys would appreciate it more," Occupations eacher Jim Lee pointed out. "When we used to do brickwork, we'd tear it down when it was finished. That's discouraging."

Mr. McDermott recognizes the importance of teachers to the whole learning process. He invites Almaguin staff to voluntary 'think tank' sessions in his home recreation room every three weeks and, when opics like the clan system are being disussed, students come too. Last year, all he teachers and their families took a bus rip around the communities served by Almaguin Highlands Secondary School.

"We felt it would give teachers an idea of the people they re dealing with," Mr. McDermott explained.

When he visited Toronto last year to hire teachers, he took three students with him as an experiment to help out. "I was very careful not to use them in a joe-job role," he said. "The prospective teachers learn about the school from the students, but I made the final hiring decision."

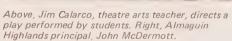
Lana Dale, a petite and vivacious science and physical education teacher, was hired that way . . . with no regrets. "I was interviewed by two students," she recalled, "and it really broke the ice. It was nicer than having serious-looking officials staring at me. But at no time did I think the students were hiring me. We discussed student spirit and participation, and a bit about the area."

After the long line of buses has pulled out at 3:30, about 150 students are still around for the after-school activity period. They take the 5 o'clock "late bus" home. Then the school draws in another group of people, night students, anxious to learn about the servicing of outboard motors and snowmobiles.













Articles pertinent to education will be accepted for publication in the Write-in column of New Dimensions provided they are no more than 500 words long. New Dimensions reserves the right to make changes where necessary. Pen names may be used but the author must give his correct name and address on the original manuscript. Material may be sent to New Dimensions, 40 Eglinton Avenue East, Toronto 315. The views expressed are those of the writer and do not necessarily coincide with those of the Ontario Department of Education.

It is not uncommon for persons both inside and outside of the teaching profession to feel that educational methods do not always meet educational aims. Attempts to bring these closer to ideals are often in the nature of adding new bits to this course of study, putting in more courses of study, making old institutions into bigger ones, or in other ways to patch-up the existing structure. We may ask ourselves whether these patches will indeed be sufficient, or should more basic alterations and reconstructions be made to the educational system.

What are the general objectives of education?

In our society there is an elaborate division of labor in which a group of adult humans have been given the responsibility of preparing immature humans for the rigors and responsibilities of adult life. It may involve two objectives: the social and economic preparation of young persons and the development of their individuality. This relationship between mature and immature individuals is an essential characteristic of all gregarious or social animals.

The complex educational structure of today has evolved to achieve those two objectives and should be evaluated in that context. Much money and effort is expended with greater or lesser success to teach young people to know things and to do things. Educational systems measure their success almost exclusively in terms of the first objective stated above.

The second objective may well be as important as the first, if not more important. There is little in the practices of secondary education that would recognize the existence of a need to encourage young people to develop individualities, to be curious, alive, talented persons, and loving of life—unique individuals in the finest sense.

It is reasonable to state that schools must accept the difficult task of promoting and encouraging the development of individual dignity and liberty.

Why out-of-school education?

The students and staff of a secondary school form a small community, which itself is part of the larger community. The

secondary school can be a desirable means of acquainting students with the problems and responsibilities of the social life. It is inescapable that the school should have its own social structure, but it is essential that the school have a close association with the larger community of which it is a part.

Too often we may feel that the school is not closely enough associated with the world of which it is a part. The bits and pieces brought into the school for curriculum purposes are often poorly representative of the world. Teachers in their typical school postures often do not appear to be a part of the outside world. Attempts to relate curriculum work to the larger community life in many cases are not perceived by the students. It may well be then that more effective means of relating the school community life to the life of the larger community can be developed.

A more reasonable approach to education could be to use the school building less for the housing of practices and artifacts that are not representative of the community and society, and more as a base from which the community can be seen, tested, and evaluated, and in which the practices and relationships operative in community life can be practised and their validity questioned.

Going outside of the school does not mean *per se* that the ills of education will be healed. It may do no more, even less, than staying in school would do. Many things may be better achieved in school. There is ample evidence however to support the belief that out-of-school education has the potential to achieve success in ways that in-school-education cannot.

They can however be complementary, indeed, they probably must be.

From a staff report "Let's Go Outside— Aspects of the Outdoor Program at Atikokan High School"



new dimensions

January 1971

Volume 5, Number 7

Published monthly by the
Ontario Department of Education
44 Eglinton Avenue West/Toronto 310
Telephone 365-6407

Editor, Pat Sherbin
Assistant editor, Louise Rachlis
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,
Assistant Director, John Gillies.

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

You can obtain reprints in minimum quantities of 100, of any article that appears in *New Dimensions*. Prices are available on request by writing to the Editor at the above address.

Changing concepts in science	3
Physics experiments in Ancaster	4
Teaching science in French schools	6
Leave nature alone	7
Understanding pollution	8
The space and man project	11
Student-centred studies	12
Drama in Sudbury	13
The jet set at Canterbury High	14
Write-in	16

Cover

A photograph of a page of the notebook which Dalton used in his original lecture in which he suggested the use of atomic symbols.

Photo: Science Museum, London

The local curriculum committees and science workshops are part of the new look in science. Lincoln Steele, assistant superintendent of science in the curriculum section of the Ontario Department of Education, said science teachers are also starting to develop student conducted investigations.

There is also a major push, he said, to develop new science programs in the elementary classes. The committees and workshops are helping the elementary teachers.

In this issue of New Dimensions, some of the new programs throughout the province are outlined.





Individual experiments for an electronic world



A physics demonstration at the front of the classroom is far from the best teaching method, according to two Ancaster Senior High School science specialists.

Ralph D. Pynn, assistant head of science at the Wentworth County school, and George Yallop, a science teacher, reached that decision three years ago, and now the 250 students in "Year Three" science are reaping the benefit.

Because the two teachers have brought the five-week experimental part of their course down to a smooth-running rotary system, physics students have the opportunity to carry out experiments themselves.

Working in teams of two, students spend a day each on one of 19 experiments which range from cathode rays in a Crookes-tube to the study of the relation of radiation intensity to the distance from its source.

Other experiments include the study of photo-electric emission from zinc, the cathode ray oscilloscope, the thermionic triode, the building of a crystal set to study radio reception.

Mr. Pynn feels that because students are now becoming personally involved in these electronic experiments, they have developed a high interest in the subject. "After all, the world is full of electronics now," he said.

The experimental part comes toward the end of the course after students have been sufficiently prepared through theory lessons.





able cadmium 2.5 volt batteries with a six ampere/hours storage capacity.

"We've had some of them for six years and

"We've had some of them for six years and they are still just like new," Mr. Pynn said. He advised against getting dry cell batteries for these experiments, because they run down too quickly.

The teachers also had to overcome another problem. Since other courses are taught in the classroom, students had to be able to set up their equipment, carry out their experiments and then dismantle the equipment — all in a 35-minute period.

But all of these problems have been effectively resolved. In Mr. Pynn's opinion, solving them was a small price to pay for getting students actively involved in the physics program. \square

"It takes about five weeks for students to go through the 19 experiments," Mr. Pynn explained. "We have them spend two days on experiments, then stop one day for reports. Thursday and Friday are again taken up by experiments, while students use the weekend for reports."

Because of the limited equipment available, only one set for each experiment, students can't be tested in their work. "Instead we mark their lab reports," said Mr. Pynn.

The two teachers have found it advantageous to make a lot of the equipment themselves. Mr. Pynn said that apparatus like induction coils, switches, even triode amplifiers, can be built to suit the experiments.

However, there were a number of problems to overcome. For example, the old-style wall power outlets were unsuitable since ndividual experiments would upset voltage and amperage for other students, sending ndicator needles reeling. Individual power panels had to be installed in each desk in the physics classroom. Mr. Pynn said it was probably the largest expense caused by the witchover.

n addition, the Ancaster school is divided nto two sections. The Pynn/Yallop course s taught in both, while only one is equipped with individual power panels. To overcome he power supply problem in the other secion, the school has acquired several recharge-



L'étude de science dans les écoles françaises

J'entends . . . et j'oublie Je vois et je me souviens Je fais et je comprends Ancien proverbe chinois

Aujourd'hui on peut dire que dans plusieurs écoles élémentaires françaises on pratique un enseignement actif en science. Tous s'accordent à dire que les enfants apprennent davantage lorsqu'ils ont à leur disposition les objets réels qui servent de base à leurs recherches: les animaux, les fruits, les lentilles et les fossiles, etc.

Les enseignants de science savent que la démarche effectuée par le jeune enfant dans sa recherche de la nature des choses est souvent plus importante que ses découvertes.

L'accumulation de faits ne constitue pas une formation scientifique. Il faudrait viser plutôt à un certain agencement des connaissances en un système de notions qui semble raisonnable à l'enfant. La curiosité de l'enfant peuvent-ils longer une paroi? En essayant demeure le point de départ de l'étude des

Le programme d'étude

Durant les premières années les enfants font des observations soignées de choses familières - par exemple, les chats, les balles, les miroirs, etc. On donne au jeune enfant l'occasion d'explorer son milieu pour y decouvrir les changements. Nombre d'observations, de questions, d'activités et de réponses font partie de cette étude. Les élèves cherchent l'existence de constantes ou d'un agencement dans la nature. La classification des objets en catégories devient de plus en plus importante.

A partir de la quatrième année, on commence à faire des recherches avec des chandelles, de la neige, des cristaux et des insectes. Les idées scientifiques utiles dans la vie quotidienne sont les thèmes suggérés au cours des années suivantes. A cette étape les élèves sont exposés aux aspects de la recherche qui semblent conduire aux concepts fondamentaux. Aujourd'hui, les programmes d'études exigent que les enseignants précisent les objectifs auxquels ils visent lorsqu'ils proposent des activités en science. Les mots et expressions tels que décrire, calculer, classifier, organizer les données, inférer et conceptualiser font partie de la terminologie utile pour la description des objectifs d'activités.

Les unités de science

De plus en plus les unités de l'Ontario Institute of Studies in Education, qui maintenant sont publiées par l'O.T.F. et "Elementary Science Study" (E.S.S.), sont employées comme points de départ pour toutes les années de l'école élémentaire. Ces unités servent de guide du maître et donnent libre cours aux idées qui proviennent de la curiosité des enfants. Les élèves abordent l'étude des sciences non plus d'une façon théorique, mais d'une manière pratique. L'objectif pédagogique de cette méthode active est de faire surgir des réponses, des observations, des comparaisons et des inférences, faites par l'élève lui-même.

Les leçons sont basées sur des choses très simples et le matériel employé est concret. Dans l'étude 'Les vers de farine' les enfants commencent leur travail par des observations non dirigées, ce qui les mènent à des expériences élémentaires. Une multitude de questions surgissent alors: Un ver de farine peut-il voir? Comment les vers de farine de résoudre ces problèmes, les élèves imaginent des expériences, observent, mesurent, notent, dessinent des plans d'appareils et les

Les guides du maître suggèrent plusieurs façons de procéder. L'instituteur peut choisir celle qui s'adapte le mieux à ses eleves.

Le rôle de l'enseignant de science

Dans son livre L'Ecole Active, A. Ferrière dit que les enseignants doivent "observer l'enfant, éveiller chez lui des curiosités, user de peu de mots, apporter beaucoup de faits, montrer les choses, laisser à l'enfant la liberté de parole et d'action dans la mesure compatible, non point avec un certain ordre apparent mais avec le sérieux au travail."

Comment évaluer ces réalisations? D'abord. tous les jours les enfants expriment leurs observations. Lorsque les enseignants observent les fruits de leurs recherches, leurs dessins, leurs remarques, et leurs travaux écrits, l'évaluation du progrès reste toujours possible. La salle de classe devient l'atelier intérieur, c'est-à-dire, le laboratoire. Là, les élèves projettent des travaux, montent des appareils, parlent des résultats obtenus et préparent des livrets, des graphiques et des maquettes.

Le psychologue Jean Piaget affirme que si l'on permet aux enfants de s'éduquer euxmême, on atteindra le but principal de l'éducation: "former des hommes qui sont capables d'innover plutôt que de refaire ce que les générations précédantes ont déjà fait." Dans ce sens-là, les écoles élémentaires françaises semblent être sur la bonne voie quant à l'enseignement de la science. 🗆

Murray Wood, **Program Consultant in Science** Region 2

, 1971

Leave nature alone, it will be all right

By Louise Rachlis

Teachers who judge the success of a science field trip by the amount of natural material their students are able to tote back in a shopping bag, are not being fair to the environment.

"You can hardly find a snake around Toronto," bemoaned Bill Andrews, associate professor of science education at the College of Education, University of Toronto. "There's nothing wrong with bringing back samples of soil or water, but leave the microscopic things alone. It takes 10 years to grow a bracket fungus."

Although Mr. Andrews' specialty is chemistry, he launched into a personal study of ecology a few years ago because he was concerned by what he saw happening. "It became obvious to me that we wouldn't have too much of an environment left if field trips went along the way they were going," he said.

To make new teachers aware of the situation, he introduced a course at the Collège of Education called Environmental Studies in Science. It is based upon the interaction of climate, animals, soil, plants and man, and includes field trips with emphasis on "a look at these relationships" rather than "collect and identify." Mr. Andrews, who started the course two years ago, changed the approach a bit this year. "In most cases, soil studies can be done right on school property," he pointed out. "Students can isolate the organisms and find out why they're there. Although water testing kits cost money, a great deal of the equipment

can be made by the students themselves. An old nylon slip can be turned into a plankton net by making an iron ring out of a coat hanger and attaching the material to it."

To study natural relationships, he suggests that teachers build a model ecosystem. (Ecosystem: an integrated complex of living and non-living components, with each component influenced by the others.)

The Andrews recipe: "Put in some 'producers', such as green plants; a guppy — 'the consumer', and snails — 'the decomposers'. You don't put any food in, it's self-sustaining. Just shine a light on it. I put a cap on mine in July and haven't opened it since."

Your model can represent a pond or a field. "It gives students the idea that if you leave nature alone, it will be all right."

Mr. Andrews feels that the ecosystem concept should be explained to students before their field trip. The teachers' approach could be: "What would happen if I shot all the deer in one area? Plant growth would increase. Why?"

Mr. Andrews taught at Leaside High School and the University of Toronto Schools before joining the College of Education. Since then, he has volunteered his services every spring to take students out on field trips. Last year he and a group of Leaside students packed up phosphate, nitrate and oxygen kits and examined the Don River.

"Although they had been told the water was polluted, they didn't believe it until they had tested it themselves," he said. "They then knew the problems the river had and where they came from."

Bill Andrews demonstrates a dissolved oxygen test



Once, Mr. Andrews saw some elementary school pupils putting firecrackers in frogs' mouths and watching them explode. Since then he has been particularly vehement about the importance of human values in science.

"It's very wrong to discuss science without including the human aspect," he says. When his high school chemistry students were studying acids and bases, he let them work out the relative efficiency of various antacid tablets in neutralizing stomach acid, and also figure out the cost per gram. One added advantage of the project — "It really opened their eyes to television advertising."

Environmental Studies makes a good interdisciplinary subject, linking physical, chemical and biological factors. "It's a unifying theme for science teachers, and it can obviously be projected further," he smiled. "Write a poem about it while you're out there."

By this spring, about 160 student teachers will have gone through his course and will be adapting it to their own classrooms. While they may not be writing poetry, Mr. Andrews hopes that "by the time they leave here they're capable of conducting a meaningful field trip, and water and air pollution studies.

"Students should think about why ferns are there, not just bring them home. Watch the fish swim, take out the frogs and put them in a bucket to look at them. But leave them in the stream when you leave."

 \Box



By Pat Sherbin

The jar of mystery water oozed with slimy matter.

"What do you know about this water?"
Terry Clifford asked, holding the jar before
the grade 8 class at Lorne Park Senior Public
School in London.

"It's polluted," came an eager answer.

"Why?"

"Because it's dirty," was the triumphant reply.

Mr. Clifford smiled slightly. He put the jar back on the table and told the students to find out everything they could about the water, and then tell him whether or not it was polluted.

Mr. Clifford is the science coordinator for the London Board of Education and knows that today's children are aware of pollution. But being aware of the problem isn't enough. He wants them to know what pollution is.

Mr. Clifford found that most students seemed to think that if something was "dirty" it had to be polluted. That misconception is being cleared up in the Environmental Crisis course set up by Mr. Clifford with the help of a committee to teach all children, from the primary grades up, about pollution.

The Lorne Park class was split into groups of four and each group was in charge of conducting a certain test on the water. The students first filtered the water and found it was not as murky.

"What about the water now," Mr. Clifford asked the class, "Is it still polluted?"

The class, under Lorne Park's science teacher, Henry James, didn't answer. The children were too busy trying to find out what was in the water. Using chemicals, some of them quite potent such as sulphuric acid, they

Photo - Klaus Stolte

attempted to find the proportion of other chemicals in the water.

They already knew that "pure water" does not exist in the natural state, but that most water is "real water" - water plus chemicals and bacteria. The results, listed by each group on the blackboard, showed that the mystery sample contained phosphate, 1.4 parts per million (ppm); carbon dioxide, 5 ppm; nitrate, 5 ppm; silicon 4 ppm; calcium, 113 ppm and dissolved oxygen, 6.07 ppm. Another group, extracting bacteria from the sample, would have to wait until the bacteria grew before identifying it and determining the volume. Extracting bacteria from water was, in the past, usually confined to high school and university science experiments. But the Lorne Park students are so adept at it that they have already isolated bacteria that cause typhoid.

The students seemed more than a bit interested in the amount of dissolved oxygen in the water, for by this stage in their studies, they knew that highly polluted water has a low reading of dissolved oxygen.

In the mystery water, the reading was relatively high.

"Where did you get that water?" they asked.

The bell rang.

"You'll just have to wait until next week before I tell you," Mr. James said, amid a chorus of drawn-out groans.

Mr. James and Mr. Clifford were obviously proud of the students. Some high school teachers, Mr. Clifford said, still can't believe that grade 7 and 8 students are using chemicals and complicated equipment . . . and using them successfully.

Less than three years ago, Mr. Clifford felt that he would like to try a unit approach for

the science program, starting with the senior elementary grades 7 and 8.

A senior school curriculum committee was set up to establish the objectives. The aim was to expose students to all facets of science and allow them to perform science experiments rather than listen exclusively to lectures.

One problem facing the committee was the lack of storage space in elementary schools ... if the students were going to do experiments, they needed the equipment.

The unit system has helped solve that. Each unit is a 12-week course. All equipment required for that unit is packed in boxes and the boxes are stored in the warehouse until a teacher decides to teach that particular unit. Then the boxes are delivered to the school. To date, the teachers have six units to choose from with three more planned soon

Not all teachers want to teach the same unit at once, so it was not necessary to prepare one kit each for every science teacher.

Mr. Clifford explained that if every teacher were to teach the same course at the same time, it would be too expensive to supply all the necessary apparatus.

Each unit was set up with the consultation of teachers and students. When the committee members had what they thought was a successful project, it was tried out in a few schools. If teachers reported positive results, it became a regular unit.

Although the units are intended mainly for the senior elementary level, the science program on pollution goes through all levels.

The younger children, of course, are limited in chemical experiments. But they can identify certain things that already exist.

For example, says Mr. Clifford, they can





look at pine needles. If the pine needles have started to turn brown, then it is a sure sign that there is sulphide in the air.

Or they can take a field trip to look at a stream. The presence of certain plant and animal life is an indication of the condition of the stream. For instance, the Thames River, which curves through London, once had trout in it. Now only suckers and catfish remain. The younger children can see this, and the older children can find out why. (Trout need a higher volume of dissolved oxygen in water to exist than do suckers and catfish.)

The pollution study unit arouses children's inturely in the recurred topics. In London under a credit system now being used in the secondary schools, students who graduate from grade 8 are not necessarily compelled to study science subjects through the rest of their high school years.

And if they do decide to take science, for the next four or five years, they can start by choosing among physics, chemistry, biology, earth science, science for technically-minded students and even general science. Mr. Clifford is determined to get the students interested in these topics as early as possible.

And he seems to be succeeding.

A large sign on the door to Mr. James' room indicates that the science classroom will be open during noon hours on Mondays and Fridays. Students who want to continue or start experiments may bring their lunch. The class is limited to 25.

Even those who don't work at school during this noon-hour have been gathering water samples from different parts of the city and working on them at home. And serious students are allowed to take the experimental kits home with them to continue their work.

Groups such as Pollution Probe, said Mr. Clifford, make people aware of pollution. But the educator must help the children to understand it.

He also wants teachers to understand, and he is working with the Early School Environmental Study "trying to come up with a package on practical problems of pollution" which will be available to all teachers once completed.

Mr. Clifford said that the approach to the pollution problem should not be to go out and find more litter but to work with the present generation of children.

"I think if it is going to be solved," he said, "then it is this generation that has to be educated and motivated to go about solving the problems."

Science experiments which were once confined to the university and secondary school classrooms are now being conducted by grade 7 and 8 students in London. Above, science coordinator Terry Clifford watches a water sample test. Below, teacher Henry James supervises an experiment to extract bacteria from water.



A soaring interest in space

By Jane Nugent

It is now more than a year since the Ontario Department of Education introduced an optional course on space studies, and by all accounts, it has been a year of discovery for teachers as well as for students.

"Space and Man demands a complete change of outlook on the part of the teacher," said Ray Wilson, head of the science department at Port Credit Secondary School. "I'm used to having my students together in one class, now they are all over the place working on individual projects. Coordination can be a problem sometimes."

The general consensus indicates the course is a success and even though there might not have been any unexpected advances in scientific discovery, teachers feel students have gained tremendously in other things such as learning to be self-reliant and developing intellectual independence.

"What has surprised me," said Mr. Wilson,
"is the amount a student can accomplish
when you give him his head. There has been
great depth to some of the research and
many of the experiments are quite complicated."

Last year he found himself involved in one of these experiments. Students decided to study the eclipse so went up to the school roof armed with cameras, a photometer for measuring light intensity and home-made equipment for monitoring radio waves.

The Space and Man program is in its second year at Port Credit Secondary School and some indication of its popularity with the students can be gauged by the fact that last year one class was involved, this year there

"At the beginning of the year we presented the themes to the students and we planned the course together," said Mr. Wilson.

Many of them expressed interest in the universe itself, so one group is studying for

example, the possibilities of the existence of life on other planets, whether or not life could be developed.

Others are looking into the science fiction field . . . not only by reading and watching films, but by actually writing short stories.

"Some of the boys are very keen to make a science fiction movie," said Mr. Wilson, "They are trying to work out how they can do this technically and inexpensively."

Apart from the main sessions there are numerous individual projects at the school, covering everything from ballooning to UFO's, and from jet engines to comets. When these studies have been completed each student will present his findings to the class for further discussion.

One of the schools beginning a Space and Man program for the first time this year is Georgetown District High School.

"We began by offering the course to students in grades 10 to 13," said Stan Hall, who is head of the geography department and coordinator of the program. "The response was far greater than we imagined and more than 100 students applied. From this number we selected 45 whom we considered had the ability and the interest to handle the program."

All the Space and Man work is done during students' free time and they can elect to take part in any one of eight interest areas.

Though teachers are available to give advice and guidance, and, of course, to mark the results, the students work on their own, sometimes for two or three weeks without supervision.

The range of subjects chosen for study in Georgetown includes astronomy, telescope building, space health, science fiction and aeronautics. In the last case the school is lucky to have a fully-qualified pilot as a member of the staff. Some students are involved in building a complex computer and

others are studying space biology, conducting experiments to find out the effects of space on plants and animals.

"They are all very enthusiastic and eager to work things out for themselves," said Mr. Hall. "And almost without realizing it they are learning the importance of being able to research, classify and organize material efficiently."

Not surprisingly, rockets have caught the imagination of many students, and some schools have concentrated their program on rocket construction.

As the result of a total immersion course . . . when students spent a period of a week or so working entirely on the Space and Man project . . . St. John's Senior Separate School, Brantford, successfully launched 11 rockets.

The students were divided into six groups, or flights, each group studying a different aspect of the engineering and technical knowledge needed to launch a rocket.

So that everyone would gain a certain amount of knowledge about the work in other flights, one or two members from one flight would attend the lectures of another and at the end of the day, report back to their own section.

This summer, a two-week seminar was held in Ottawa aimed at preparing more school teachers in Ontario for the Space and Man course.

Dr. John Percy, a professor at the Department of Astronomy, University of Toronto probably summed up what the course is all about when he said that Space and Man should make Ontario students intelligent listeners to what's going on in the field of space exploration.

"Only then," he said, "can they form intelligent opinions and attempt to influence politicians." \Box

This science centres on students

By Louise Rachlis







Children use their sense of smell in one experiment.

Suppose a junior high school science student is measuring the boiling point of water and, his curiosity aroused, he then decides to find whether the boiling point of tap water is the same as that of distilled water . . . or perhaps salt water.

In some schools, the teacher might have to rule that there's no time for extra effort.

But that doesn't happen in North York's junior high schools where students spend 60 per cent of their science courses on a "core program" and 40 per cent on "free time", unplanned time in which to develop their own ideas.

It's all part of North York's science philosophy, summed up by Don Pike, the coordinator of science, as "student involvement and the development of individuality."

From kindergarten to grade 6, North York follows a program called conceptual schemes.

"Its purpose is to supply some activities on an organized basis to the elementary school teacher," Mr. Pike said. "The board also supplies the principal with money to buy materials to support the program. But the interest has to come from the school to us." Of the 110 North York elementary schools, just under 50 are involved in the schemes.

The six schemes, called "great ideas of science", are:

- 1. When energy changes from one form to another the total amount of energy remains unchanged.
- 2. When matter changes from one form to another, the total amount of matter remains unchanged.
- 3. Living things are interdependent upon one another and their environment.

- 4. Living things are products of heredity and environment.
- 5. All living things are in constant change.
- 6. The universe is in constant change.

While the planned activities are listed with enough detail to satisfy the elementary teacher lacking a strong science background, they are not intended to take up more than half the time allotted to science for the year. They are merely tools that the childrer use to plan their own activities and increase their skills in observation, description, classification, measurement, communication and other processes of science.

"The students like it because it's activityoriented," Mr. Pike continued. "They can get their hands on the material. It's not just listening; it's not just books. And teachers like it because we supply the material, as well as books and film loops to help them out."

Many other schools, both in and outside Ontario, have requested copies of the program written by two teachers per scheme. The program has led to increased interest in the physical sciences in addition to the biological sciences which previously had been emphasizing projects such as leaf collections.

"The big things in elementary school are reading, mathematics, social relationships," Mr. Pike said. "When you get right down to it, the kids don't call science science. The teachers use it as a jumping off point for all sorts of things. For instance, it may be used to develop new words."

Mr. Pike recognizes the advantages enjoyed by North York's grade 7 and 8 students who attend a junior high school system. "In junior high we have science laboratories, science departments, a science budget and a chairman, and so the science program is quite good. In a 'K to 8' situation, teachers may not have as much chance to do a good job."

Because board emphasis has been on a student-centering of the science program, parts of the program have been placed on guide sheets which outline material, and direct students to the library or to use film loops. "This takes the teacher away from the front of the class as much as possible," Mr. Pike said. "It frees them for their real role, helping out students who need it."

Another feature of the guide sheets is they allow students to work at their own rate and enable teachers to try out different teaching strategies such as outdoor education, large and small group discussions, model building and debates.

In the senior secondary school grades, North York teachers are continually revising courses deemed "unsatisfactory" because they contain out-of-date material or are overlapping. Teacher committees representing almost all North York schools have made changes in the general courses for grades 9 to 12, and in the advanced course for grade 10. (General science is offered in grades 9 and 10, physics in grade 11, and chemistry in grade 12.)

Last summer, teachers placed parts of those programs on guide sheets in the same way that it was done in junior high, and for the same reasons. "The result," says Mr. Pike, "has been more student-centering at the secondary level, and more instances of students moving at their own rate."

To assist the science teachers, each of the 18 high schools has a lab assistant, a high school

graduate with no previous training who makes up trays of materials, cleans glassware, mixes solutions and keeps the lab in order.

The board Science Centre contains materials for teacher workshops on microscope use and science activities. It also has a collection of paperback books on science topics, runs a two-week lending library, and provides a workbench, tools and building materials so that teachers can make prefabricated pieces of apparatus or create original items.

High school teachers receive a bulletin every two weeks giving them information on films, new books and teaching materials related to their courses. And they have their own "book-of-the-month" club through which the board sends department heads a science book a month. In addition, a semi-annual science newsletter, edited by assistant coordinator Doug Paul, gives science teachers of all grades an overview of what's going on in North York.

"This approach is harder on the teacher," Mr. Pike admits. "It requires some way of keeping the pupil-teacher ratio fairly low . . . It can be more costly with materials because there is far less demonstration. More pre-organization of lessons is required than in the past, and more time is spent on marking. With the students going at different rates, each wants evaluation the day after he has done something.

"This system is an ideal arrangement that is not always possible to attain." But North York keeps on trying. For all teachers striving towards a student-centred program, Mr. Pike advises: "Try to have less content to cover, and leave yourself more time for individuality. Try to involve students in the choice of things to do."

Sudbury drama

It was back to school for about 50 teachers in the Sudbury area recently, when they attended a creative drama workshop for a day.

The workshop leader, Mrs. Sonja Dunn, drama consultant for the Sudbury Separate School Board, organized a comprehensive course which included movement, improvisation, the dramatization of poetry and stories, and how to begin creative drama with all the students in a class

Another project with which Mrs. Dunn has been involved is a poetry competition for students from kindergarten to grade 13 in schools from the Sudbury District west to Elliott Lake and Blind River.

Together with G. W. Thomson, superintendent of operations for the Sudbury Board of Education, and Jim Lanthier, program consultant in English with the Ontario Department of Education, Mrs. Dunn judged more than 300 poems. Finally, 15 were selected and these have been published in a booklet entitled "Northern Lights". □

Sonya Dunn





work, woodwork and welding. It is also the focal point of most other technological courses the school offers to four-and five-year technology students.

Aerospace physics is one of the contributing disciplines, which covers hydraulics, pneumatics, fluidiets, theory of flight, and aerodynamics. Aviomics trains students in aerospace electronics. The school also teaches aircraft electrics and drafting.

The latter course is so unusual that drafting teacher Hal C. Craig can't find any textbooks for it. Instead, students' drawings are photocopied and now cover the walls of the drafting classroom for use by other students.

The machine shop makes and delivers the metal parts needed for aircraft repair and construction, while the woodworking shop is scheduled to build most parts for the glider to be designed and constructed by the school.

"We are not going to buy any parts," Mr. Dickie said. "Everything is going to be made by the students."

However, once completed, the school-built glider will never reach altitudes higher than 40 feet. "We are going to tow it behind a motorboat on a 50-foot line at all times," Mr. Dickie explained.

The reason for keeping this two-seater, amphibious glider on the leash, is that it won't qualify for federal Department of Transport airworthiness certification. "In order to get such a certificate, the glider would have to be checked by DOT officials at every stage of construction," Mr. Dickie added. "Now it won't classify as an aircraft. It'll be more like a kite."

While the school can't afford to have this inspection carried out on the school-designed glider, DOT officials regularly appear at the school to check on work carried out by students on a light aircraft being repaired at the school. Mr. Dickie said that the one-engine aircraft was given to the school for repairs by an Ottawa flying club.

Canterbury students' airborne activities, however, won't be restricted to following a motorboat at 40 feet above lake level.

The school's own Cessna aircraft and its professionally-built glider are both airworthy and certified, and through the school's flying and gliding clubs students will receive regular flying instructions in these two airplanes.

At present, grades 9 and 10 use the school's technical facilities more in the conventional fashion. Specializing in aerospace begins at grade 11 and carries on to grade 12.

Location in Ottawa has proven to be highly beneficial to Canterbury's specialty. Canada's capital is also home to several government agencies concerned with aerospace, which have cooperated closely with Mr. Dickie's staff in making the best technical knowledge available to the students.

There are, within easy reach, for example, the National Research Council Aeronautical Establishment; the Department of Transport, which regulates commercially operated and private aircraft; and the Atomic Defense Research Laboratories.

"Quite often we get specialists from these agencies who come in and lecture the students," Mr. Dickie said. In addition, Ottawa has the headquarters of most of the world's aero-surveying companies, which makes it convenient for students to go along on surveying trips. Then they follow through with the processing of film and mapping of areas surveyed.

One of the world's largest wind-tunnels is located near the Ottawa International Airport. It has been the subject of the students' keen investigation.

"Our aim," said Mr. Dickie "is to motivate the students in pursuing their education, and we have found that aerospace provides fantastic motivation." He believes that many students, who would normally have dropped out before high school graduation, decide to grit their teeth through the academic part of the program in order to be able to continue the technological part.

"Our second aim," Mr. Dickie added, "is to see aerospace technology is also joboriented." Several of his students hope to go on to the Centennial College's aerospace program in Toronto, or to other technical institutes.

Enthusiasm for the program at Canterbury is so high that students frequently come into workshops during their spare periods or after school in order to carry on work started during class.

"We have some students whose marks in mathematics are so high that we are allowing them to spend their math periods in the shops and work on mathematics at home," Mr. Dickie said.



For 19 years, he has taught workshop, laboratories and machine shop, but admits to knowing hardly anything about aircraft. To make up for it — he has a staff highly qualified in aerospace technology.

Don Wright, one of his teachers, aeronautics engineer before going into teaching. Phil Smith worked with the air division of the Royal Canadian Mounted Police, and was a pilot for Air Canada.

The school's drafting teacher, Hal Craig was only 16 years old when he helped Bob Noorduyn and four others build the first Norseman Aircraft. The late Mr. Noorduyn went on to found his own aircraft company.

Two of the school's electronics teachers, Garry Stewart and Gerry O'Brien have worked with Computing Devices of Canada Ltd., a manufacturer of aircraft computing devices and a subsidiary of Lockheed Aircraft. Mr. O'Brien has also worked for the Atomic Energy Commission of Canada on integrated circuits and on the McGill project, which fired scientific projectiles into space with a cannon.

In addition, outside aerospace specialists, interested in Canterbury's technological program, frequently come in to lend a helping hand. For example, the strict DOT regulations require that all welding on aircraft be carried out by specially trained and licensed aircraft welders. Mr. Dickie had little trouble in getting such an expert to come in and do the necessary work on the one-engine aircraft being repaired at the school.





To the Editor:

You dedicated the November issue of "New Dimensions" to the education of the "special child." Congratulations!

May I suggest that there is still another type of "special child" — the ordinary everyday child that gets missed in our classrooms.

I remember one such child — a girl — who looked up hopefully, day after day, to see if some sort of personal recognition might come her way from "her teacher". It never came. I was that child.

Sister Mary Adelaide St. Joseph's College School Head of Guidance

To the Editor:

Encouraged by the letters published in "Write In" I feel that I should add my two cents worth.

Education is only to prepare a child for a society he hopes to live in. He learns the culture which should include reading, writing and arithmetic. In the process his character should be developed in ways accepted by the society. The education should be suitable to his needs and abilities and not to his parents' ambitions. During his education he should be in an environment protected from the adult society. It appears that when his formal education is complete he should be given freedom with responsibility for his conduct.

Apparently this education has been going on for a long time despite confusion in the newspapers and other media. Let us pray that it will continue.

Jack Wishloff Publication Clerk Ontario Department of Education.

To the Editor:

I read with interest and sympathy the article "Helping Pregnant Students". The suggestions offered are realistic and constructive but why do we not have people in "special education" who are researching and implementing various ways to reach all school age children (boys and girls) with the information and attitudes that would hopefully help to preclude the need for helping pregnant students.

Mrs. K. Rickerby Teacher Port Elgin-Saugeen Central School

To the Editor:

The increase in urbanization has improved Canada's level of education greatly but what is being done for the underprivileged? Present-day curriculums in rural schools are not designed for economically-deprived youth, are not understood by them, are of little use to them and are a major contribution to the problems of discipline and dropouts.

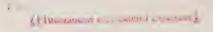
This summer I worked on a program in Los Angeles called Upward Bound. The project is a pre-college preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low income backgrounds and inadequate secondary school preparation. Throughout the six-week program, an individual human approach stressing active student participation and material of high interest value was employed in the effort to build positive self-concepts and motivation.

While a number of college and secondary school facilities lie idle in the summer, they could become part of a new approach in Canada. Federal funds may not cover the most expensive item, that being instructors, but there are many teachers around who would volunteer their services for such a program.

In the past four years of existence, evaluation has shown the program to be a tremendous success. This is not a new idea. Upward Bound is a collection of old ideas, small classes, teachers who care, relevant materials, full-time engagement, genuine freedom and responsibility. What is unique is that for the first time these ideas have been packaged together ready to help the underprivileged.

C. E. Macdonald, B. Sc.
Welland Eastdale Secondary School.







new dimensions

February 1971

Volume 5, Number 8

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407

Editor, Pat Sherbin
Assistant editor, Louise Rachlis
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,
Assistant Director, John Gillies.

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

Business at Confederation	3
Changes in credit system	5
"Mature" commercial students	6
Working in groups	8
New ideas in Kingston	10
The Macnab system of shorthand	11
The sport of typing at John Diefenbaker school	12
Ontario Place tours	13
Back to a 1910 classroom	14
Recent and relevant	16

Cover

This month's issue of New Dimensions reports on some of the new methods being used in the business and commerce courses in Ontario's schools.



Business san education

y Jane Nugent

They were running a special offer in knee socks at the Confederation Secondary School in Val Caron. "Only 99 cents" read the sign.

Inside, the shop was a hive of activity with the assistants preparing for opening time — the shop is open from 8:30 a.m. until 9 a.m. and from 3:05 p.m. until 4 p.m. every day — under the watchful eye of the manageress and her assistant. Both are grade 10 students. The glass fronted counters were being stacked with all sorts of goodies, panti-hose in many different shades, papers, books and pens, and of course, a prominent display of knee socks.

"They are really trying to push those knee socks," laughed Byron Timmermans, marketing teacher at the school. "They have decided that as the midi is coming in, knee socks are the only thing to wear with the longer skirt. I think they are hoping to start a new trend."

But the shop is more than a place where other students can stock up on the essentials. The students who run it are all taking courses in business education.

"For years business studies were the poor relation of education," said Joseph Pintur, who is director of the business department. "For some reason there was a stigma







attached to the business courses, which implied anyone taking them was too much of a dummy to do anything else.

"Fortunately all that has changed, and at last business education is being recognized both as an interesting and useful course of study."

Business courses at the Confederation Secondary School have become so popular that students are only too eager to give up their spare time and even their vacations to take part in the various activities. Between 40 and 42 per cent of the student population takes some sort of business course.

There is real competition to work in the shop for instance; so there is never a shortage of willing helpers.

Mr. Timmermans hit on the idea of a school shop in 1967 as part of his marketing program.

"Rather than just sit and talk about the running of a business, I thought it would be much more interesting if the students found out for themselves. I can't remember when I last gave a lesson simply standing in front of the class. The students run the shop entirely on their own, though of course I check everything to make sure they don't make any drastic mistakes. I must say I have been surprised at just how successful this venture has been."

In the early days the stock was purely school supplies, such as notebooks, rulers and pencils, and in the first year the profit was about \$1,000. It has grown to such an extent that since September this year the turnover has been \$4,000.

The school principal, Albert Lugli, said he and his staff had tremendous confidence in the efficiency of the business students.

"We have even made them responsible for the sale of school year books, and this year they have ordered and sold all the grade 13 textbooks."

The profits made in the shop help pay the Marketing Club's annual trip to Toronto. About 50 or 60 students make the trip,



Byron Timmermans, far right, at a marketing class symposium

which for many is the first visit to Toronto. There they study marketing methods in some of the larger department stores.

"They make all the arrangements themselves," said Mr. Lugli. "Sometimes their self-confidence frightens me, but this is really one of the most beneficial aspects of the business education course. It makes the students much more responsible and selfreliant. Often the work they are involved in is of a highly confidential nature and there has never been an instance when they have betrayed our trust."

Apart from Mr. Pintur and Mr. Timmermans, there are three other staff members in the business department. Robert Krystia is the accounting specialist, and Mrs. Raylene D'Agostino and Mrs. Noella Farenzena teach the secretarial courses.

The shop is just one of the numerous projects in which students are involved, although three of the courses are directly concerned with marketing.

Just before Christmas there was a marketing overload project, and many students were employed part-time during rush periods in local shops. The response from local business people was encouraging. Some of them wanted the students to remain permanently.

The school is fortunate in having about a dozen display windows located in different parts of the building, and each week the students decorate these windows.

"They have complete freedom to display whatever goods they wish," said Mr. Pintur. "They are divided into teams of four and then it is up to them to contact the various business houses in Val Caron and make arrangements to borrow anything from clothes to books, sports goods and even food. They submit sketches of the intended display to Mr. Timmermans and if he approves, they go ahead."

"Some of the displays have been worth thousands of dollars," added Mr. Lugli. "On one occasion we had snowmobiles here and on another motorcycles." Again, there has been complete cooperation from the local stores.

"Once they realized the students were really responsible and returning the goods in perfect condition and on time, they were only too anxious to help," said Mr. Timmermans. "After all, it is free advertising."

The secretarial courses are another field where something new is being tried out. For the first time this year, Pitmanscript has been introduced and already the 20 students taking the course have reached speeds of up to 80 w.p.m.

"This method of shorthand is not replacing the regular Pitman's shorthand," said Mrs. Farenzena, who is conducting the course, "because the highest speed which can be obtained is only about 100 w.p.m. However it is a very useful method of fast writing and students who learn it will find it invaluable for note-taking at university for instance."

Pitmanscript requires the learning of only 10 special signs for the most common consonant and vowel sounds, and suggests 24 shortcuts for the most common words of the English language. Fundamentally it differs from a shorthand system where all the letters of the alphabet are discarded and 40 or more new signs taught for the consonant and vowel sounds.

Learning on the job has proved to be most successful at the Confederation Secondary School. Two girls work in the department's office, where they answer the telephone, and type letters, class lists and purchase orders. "There is always great competition to work in the office," said Mrs. D'Argostino, "and it really does help them improve their work. Naturally the girls are nervous and sometimes make mistakes, but it is much better that they should get over this before they go out to work."

Even now, the department is thinking of more ways to expand the business courses and the next project might well be making television commercials.

"I doubt if I'll get much of a look in though," grinned Mr. Timmermans. "The students will want to do all the work themselves."

Credit system changed

The standardization of Ontario's secondary school credit system has been announced by Minister of Education William G. Davis.

The changes, to become effective in September, make the credit definition for grade 13 equal to that now being used in grades 9 to 12. Under the new system a grade 13 diploma will be issued upon the successful completion of six credits as defined under the new credit system, as compared to seven credits under the old standards.

Mr. Davis stressed that the change by no means constitutes a lowering of the grade 13 graduation requirements.

"Under the new arrangement a credit in any subject is earned for the successful completion of a course containing work that normally would be completed after 110 to 120 hours of scheduled time. The majority of grade 13 students are now scheduled in class for a period of time which is equal to that required for six credits under the new system. The new system will not constitute a reduction in their workload — in fact, for some students, the new system will mean additional work," Mr. Davis said.

Mr. Davis stressed that the standardization will completely integrate the secondary school system, allowing each student to attain the maximum of his potential at the pace best suited to him.

Mr. Davis said that the standardization will assist students in attaining their honor graduation diploma, at the same time maintaining the high degree of academic proficiency that has existed in the past. Mr. Davis suggested that the new regulations could lead to greater use of school plant facilities, in that they will encourage students to attend summer courses where credits under the new system will apply toward honor graduation diplomas.

Mr. Davis said a memorandum outlining the change has been mailed to school officials. □



High-rise apartment towers overlook rows of townhouses and semi-detached bungalows in the densely-populated Forest Glen area of Toronto's dormitory suburb of Mississauga.

Right in the middle of this rapid residential growth is Glenforest Secondary School whose emblem . . . the multi-animal mythological griffin . . . symbolizes the varied community-minded aspects of the year-old school's operation.

There's a "Parents for Glenforest" advisory committee. A local police youth officer has chosen the school as his headquarters. Family counselling is available in the building. The principal meets regularly with ratepayers and other community associations. An adjoining swimming pool, built in conjunction with the school by the recreation commission, is used by both students and citizens on a pre-arranged schedule.

The latest community-spirited project for Glenforest and its aggressive 35-year-old principal, Norman Hodgson, is the Mature Student Plan whereby adults in the area come to school to take regular day classes either for examination and credit or for general interest.

In the regular monthly newsletter sent to parents of Glenforest students, Mr. Hodgson invited anyone over 21 years old to come back to school on a regular day-time basis for one or more subjects at no charge and with no obligation. The taking of a full program is not offered under this plan.

"Sure, it's an experiment," said Mr.
Hodgson, "... an experiment in human and community relations."

The Mature Student Plan has been running under the watchful eye of Keith Jacka, business and commerce head and director of the MSP.

"Keith was chosen," explained Mr. Hodgson, "because most of the 20 or more adult students coming are taking commercial classes. Early inquiries showed a high degree of interest in taking either basic business courses or refresher classes to brush up forgotten skills. These adults are returning to school because, we believe, they don't feel current or up-to-date with the latest trends in business or with the latest innovations in office procedure or with new machines and equipment."

Keith Jacka and one of his students

So far, 11 have remained of the original 13 enrolled last fall in the business and commerce courses.

"We've lost two mature students to employment," smiled Mr. Jacka, "and we think that's just great."

The adult students take classes along with others, many of whom are 20 years their junior, and there have been no adjustment difficulties.

"It did take a few weeks for some to adapt to the new surroundings and returning to school after being away from learning for so many years, but soon they began asking and answering questions along with everyone else. And once the MSP students settled in, the younger regular students began to spark up. I suppose they think that since this older woman has invaded their classroom to learn typing, shorthand or whatever, it must be important. That's an added incentive to learn," said Mr. Jacka.

At the start of the plan, the word that grown-ups were going back to high school spread through the community and people began telephoning about taking these courses even though they did not have children attending Glenforest. In addition to the commercial courses, adults are enrolled in art, English, mathematics and French classes. All the mature students are housewives.

Courses have been carefully arranged and timetabled to allow the adults to get their children off to school in the morning, finish the housework and get back home in time for lunch. Most are within walking distance of the school.

Before the plan began, all Glenforest teachers assured the principal of their agreement and willingness to cooperate. The reception, according to Mr. Jacka, has been extremely gratifying.

"It becomes an interesting teaching experiment too," he said.

One sidelight of the plan is that it has allowed the community to see the neighborhood school in daily operation.

Parent visits are no longer confined to special parent-teacher nights and the adult students are seeing that school isn't the authoritarian institution of 10 or 15 years ago.

Mr. Hodgson looks at the MSP as another means of closing the communication gap between the home and the school. "We're constantly trying to get the community to

understand the school's problems, its virtues and what this school, which they're paying for, is all about. What better way than to come in and be a part of it?"

Both the principal and the commercial head screen applicants for the program prior to acceptance and try to fit the students into classes suitable to the level of education or previous training. Courses have been modified to suit individual needs.

"We're looking for sincere potential students who really want to learn. Applicants are average people... many with poor educational backgrounds... who want help. At first, we were afraid that some were coming just to check up on Glenforest and its teachers," Mr. Hodgson explained.

The commercial students feel that they have the time available and wish to spend it profitably.

"These classes in typing and shorthand are not 'fun classes'," emphasized Mr. Jacka, "and the students are learning a marketable skill."

In nearly every case, these adult students had enrolled in similar night school classes and, for various reasons, found they could not attend regularly. One student said that she had free time during the day when the children were at school and found it difficult to get out in the evening. An advanced typing course during the day nicely fit her requirements.

When Glenforest officially opened several months ago, the program for the ceremony stated in bold letters that the new high school was "dedicated to the educational, social and recreational needs of the community."

"The social and recreational needs are not hard to fill in a large, well-equipped building," said Mr. Hodgson, "but community education means more than the operating of a regular secondary school.

"It is the school's obligation to offer educational advantages to everyone in the area. This plan, primarily the commercial course, is just a start.

"Judging from the reaction and response, there is a need in this area for such classes . . . for people who are not fulfilled by ordinary recreation programs but need something they can get their teeth into.

"We realize that the commercial, and other courses, aim at the housewife and we like to

think that we're restoring her confidence by showing that she can do more than sweep, dust and watch day-time television."

Apparently, there's no doubt that the classes have instilled that confidence along with a sense of accomplishment.

"One student's joy at receiving 100 per cent on a shorthand test was more than I've seen in years of teaching," added Mr. Jacka. "Perhaps she thought she wasn't capable.

"There's no stigma of egg-headedness to get 100 on a test when you're an adult," he said. "I hope that rubs off on the regular students."

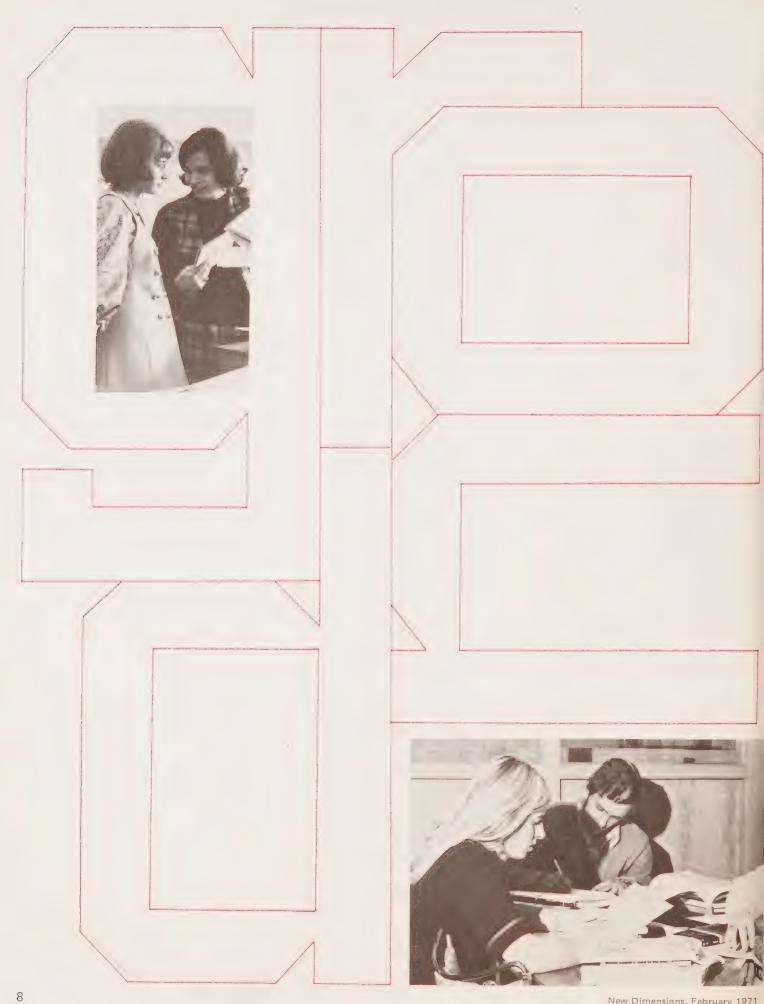
The Glenforest staff is bending over backwards to help the adult students after class. The students are given teachers' manuals with shorthand translations and typing exercises to allow them to work ahead and progress at their own pace.

"On the whole, I think they're doing extremely well and really applying themselves," said Mr. Jacka. "Although that statement may sound like a report card comment... and we have had some students come in and ask for their mother's report card... I think that the students' efforts are important and encouraging."

Both Mr. Hodgson and Mr. Jacka would like to see the plan continue and grow, but there is room for adults only as long as classes are not filled with regular day students.

"If we're filled to capacity next year, that's the end," said Mr. Hodgson.

But for this year, there is at least one Glenforest student who nods, embarrassed, but perhaps proudly, as he sees his mother walking down the corridor clutching typing practice books. He also manages to sneak out of the house 15 minutes before his mother leaves for school. Guys just don't go to high school with their mothers.



Group work in Waterford

Re-enacting a crime is part of the group activities at the school



Group work makes a student active in the course, according to Thomas Wardlaw. Students work together in the library and in the classroom to complete their projects.



The idea that knowledge is everything is passé, according to Thomas D. Wardlaw, director of business and commerce at Waterford High School near Simcoe.

"The trend today is rather to give students the opportunity to find out things for themselves," he said. To give students these opportunities, the concept of group activities within a class has been introduced in Mr. Wardlaw's department and throughout the school.

The concept is a simple one. Students are allowed to form groups within a class and are then given specific topics or a choice of topics relating to the course, which they have to investigate without the traditional reliance on the teacher.

"We've introduced group work because we wanted to make the student become active in the course. Also, adolescents are looking for attachments outside the home, and this formation of groups, not directed by the teacher, allows them to form natural attachments with fellow students they like," explained Mr. Wardlaw.

But, he added, a certain framework is necessary. That's why teachers provide the list of suggested topics from which students can choose their fields of interest.

Mr. Wardlaw uses the group work approach in his class on business law. He gives groups of students open-ended law cases. After studying the details, they are required to hand down judgment. "In most cases their judgment is the same as that of the judge or magistrate who originally heard the case," he said.

He also assigns to class groups certain philosophical aspects of law, which the students then have to argue for or against in class. "In effect they bring it back to the larger group, the class, and very often very lively and heated discussions develop."

Sometimes groups are given court cases which they have to construct, rehearse and present to the class in the form of skits. These then become a source of discussion in the class.

"It is surprising that the students almost always bring it down to a civil rights issue. They are very conscious of the rights of the individual. But at the same time they often advocate much harsher penalties for the convicted criminal."

Linn Giles, business and commerce secretarial teacher at Waterford, uses the group work technique in her classes in office practice, consumer education and marketing. Students can pick from a variety of topics,

ranging from banking services, transportation, post office, communications, retail merchandising and displays.

"The students pick their own topics, really. We just give them broad guidelines along which to work," she explained.

"I feel that the process of group work is more important than the end product of a project," said Mr. Wardlaw. "These projects are not always a success, they may be failures. But I venture to suggest that lessons can be learned from failures

"I think it is possible to suggest that a group is at least as important as the class as a whole. This group work makes students go out into the adult world and find out things for themselves. It also helps them to get along with each other, to cooperate on a project. And the students establish their goals, which aren't spoon-fed to them by the teacher," he added.

"Group work tends to engender knowledge, rather than condition the students. And their ability to make judgments becomes involved in this type of work."

Mr. Wardlaw has taken the group work concept to the extent that students mark each other. Mrs. Giles explained: "A group takes about two weeks to investigate a topic and then makes its presentation to the class. Following the presentation the other students are given a test and the members of the presenting group mark the tests."

These marks are later taken into account by Mrs. Giles when she evaluates a student's over-all performance.

However, teaching at Waterford's business and commerce department is not all group work. In fact, Mr. Wardlaw warns against too strong an emphasis on this teaching method.

"You have to keep variety in teaching to keep students interested. Group work brings this type of variety, but over-emphasizing group work would add up to monotony again," he said.

With projects taking on the average of two weeks, between five to seven group projects are used during the year, while the rest of the time is devoted to normal teaching methods.

The feeling among students appears to be one of agreement with this approach. "I like group work," said one grade 11 girl. "But I wouldn't want too much of it. It would become boring."

He's right on-to new ideas

By Anne MacLennan



Gerry Amirault

The Canadian army helped to get Gerry Amirault into teaching. Now, it would probably take an army to get him out. With experience in the army, in business and at university as background to his teaching career, Mr. Amirault, now commercial director of Loyalist Collegiate and Vocational Institute in Kingston, knows much of the world outside the classroom and he knows where classroom experience may sometimes lag behind actual experience.

In the process of helping to bridge the gap between classroom and office, he has developed new designs, courses and systems which are "firsts" in commercial education. His students are among the few in Canada learning touch shorthand. He has introduced in Canada a South African shorthand system, Macnab Shorthand, which night school students at Loyalist are now studying. A typewriter desk that he designed not only saves classroom space but is more comfortable for the typist. It allows elbow

At the age of 18, with a high school diploma in "special commercial" in his hand, Gerry Amirault joined the Canadian army as a secretary. That was in Yarmouth, Nova Scotia

room and affords a large working area.

He emerged, in 1945, a lieutenant and, along with thousands of other veterans, enrolled in university. Four years later, he graduated from Queen's University in Kingston with a Bachelor of Commerce degree.

"With the army and university behind me, I still didn't know what civilian life was all about. So, I sold life insurance for a while. It was a tremendous experience," he says

From life insurance he went on to accounting and office management in several Canadian industries. He then became an auditor with the income tax department with the job of investigating business returns. But the idea of "investigating people" did not appeal to Mr. Amirault and, at the same time, he regretted that his secretarial skills were no longer being used.

"I had kept all my skills up and wondered where I could best use them and my collective experience," he says.

A "lot of soul-searching" and four summers and winters later, Gerry Amirault had earned his teacher's certificate with specialties in secretarial and accounting. He joined the staff of Kingston's Queen Elizabeth Collegiate and Vocational Institute in 1959 and then, in 1961, began to help plan Loyalist's Business and Commerce Department "from the ground up."

His present program there reflects his experience, his originality and his enthusiasm for helping his students learn as much as they can, as well as they can, as quickly as they can. One of his hopes for the future is to teach typewriting and shorthand for personal use to almost every non-secretarial student in the school.

Business Machines: There are 22 calculating machine positions in one room and 10 positions offering training in machine transcription and fluid and ink duplication. Bookkeeping is taught here with the use of an overhead projector and an auditorium-size screen.

Desks are locked together by "floor boards" linking the legs of adjoining desks. The boards are removable for easy cleaning. However, when they are in place, they keep the desks aligned and the seating area constant.

A particular feature of the room is the "block rotation schedule" board. The room contains two — one for grade 11 and one for grade 12 business machines classes.

These boards show at a glance a full year's business machines program. They provide constant reminders of each student's required progress and ensure that all students get equal time at all positions and that a marking plan will treat all students equally.

Practice Office: This room, next to the business machines room, is used primarily to give advance transcription-machine training. It features four different types of transcription-machine training and four different types of transcription machines, offering students the widest possible experience on such equipment.

There is also equipment here for training in switchboard operation and telephone conversation and in the maintenance of perpetual-inventory stock-record cards, which control the school store inventory. The store is operated entirely by students.

Typewriting Rooms: There is room for 40 students in each of these two standard rooms. They are equipped with desks which have typing tables adjustable to three levels — and can be made into flat-top desks.

Front-row chairs are 16 inches high; second-row seats are 17 inches high and the remaining seats are the standard 18 inches. Students are "sized" at the beginning of each year. These desks also are locked together by "floor boards".

The new wing of Loyalist contains a marketing room, an office practice room and a secretarial laboratory.

Marketing Room: This room combines a classroom area with a practice area that includes a walk-in display window and a school store. Along the length of one wall are a reference library, a magazine stand and a storage cupboard.

Standard rectangular desks are usually in "U" formation but can easily be combined to form large work-tables near the practice area located at the rear of the room. The store faces the corridor.

Layout of the room allows it to be used for teaching any subject requiring a regular classroom.

Office Practice: This room is equipped with 30 electric typewriters, including five rows of the six different models. Students rotate to different models in both grades 11 and 12.

A new system of filing instruction has been introduced by Mr. Amirault, using regular-size filing equipment of an up-to-date design. There are enough cabinets to enable the teacher to instruct a complete class at once, and to give each student much more time on such equipment than would otherwise be possible.

Each drawer contains supplies for one or more of the basic filing systems. Students not only set up guides and folders for each system but also get actual practice in "filing and finding" at these cabinets. Senior students receive advanced duplication training and practice at the rear of this room.

In this room also, are the Amirault-designed office practice desks which incorporate a standard typewriting desk and a custommade linking top.

The linking top, with a cut-away space for each student's right elbow, fastens together three typewriting desks to give each of three students an L-shaped desk with a writing area of 24 inches by 43 inches.

According to Mr. Amirault, the design eliminates the need for four more feet of

space that would otherwise be necessary to fit 30 such L-shaped desks into a room about 32 feet square.

The typewriter table level is permanently fixed at 26 inches which is just right for electric typewriters. The arrangement allows for aisles behind each row of desks as well as roomy centre and side aisles. According to Mr. Amirault, the traffic flow is excellent.

Secretarial Laboratory: Here, touch shorthand on the Stenograph machine, as well as Pitman shorthand, are offered. An electronic multi-channel dictation system has been installed to help in the development of student recording speed.

The same type of chairs and desks used in the office practice room are used in this room, but the typewriter table level has been set at about 27 inches. Standard typewriters have been installed here so that this room may be used as a beginning typewriting room.

Both this room and the office practice room are equipped with a "loop antennae", built into the masonry wall during construction. The dictation equipment is located in a movable cabinet so it may be used in either of these two adjoining rooms.

All the new business rooms are multi-purpose rooms because desk design permits the teaching of any subject requiring a regular classroom.

A shorter shorthand

Night school students are usually anxious to find a way to shorten their study time.

And the night school shorthand class at Kingston's Loyalist Collegiate and Vocational Institute has one. It's called Macnab Shorthand, and was introduced to the school by teacher Gerry Amirault.

The system requires about 120 hours of class and home study time. Several times that many hours are needed for teaching most traditional systems.

Mr. Amirault first heard of the system when Marie Macnab, operator of a large private language academy and secretarial school in Durban, South Africa, was living last year in Montreal.

He had been looking for more than a year for a system that could be offered to students for their personal use, but which would not require two or three years to learn.

The first book on the system, adapted for North America, was published earlier this year by Mr. Amirault.

"We're in a dilemma in high schools now," he said. "Anyone in the school may ask to take shorthand. Before it was part of a program. No one took it unless they were in a commercial course. If everyone can take it, we should offer something that can be of use. A one-year course can be, if it can give students the speed necessary to be useful.

"The advantage of the Macnab system is that high speeds can be learned in one-third to one-half the time it takes to learn traditional symbolic systems. As it is based on the alphabet, Macnab is also much harder to forget," he said.

At present the course is being offered just to night school students at Loyalist. However, the Department of Education has been asked to approve the course for experimental use in Loyalist's regular program next year.

To provide skills for his students which will be personally and professionally valuable is Mr. Amirault's aim. "I came into teaching after a lot of soul-searching. Now, I'd like to be able to give whatever I've got to the students."

New Dimensions, February 1971

She types, she scores!

By Louise Rachlis

John Diefenbaker Secondary School, in Hanover, is on a two-semester, individual time-table system. The school has a total of 1,040 students. Here are two novel projects being carried out by the business and commerce department.

First year typing students at John Diefenbaker Secondary School in Hanover play hockey during class time, and still manage to improve their typing.

The hockey game really is a "speed aid" introduced half way through the year . . . when the hockey season is at its peak and the typing is becoming proficient.

The "game" takes place on a bulletin board, with all players remaining on the bench until they achieve 15 words per minute. As they progress in speed, and reach 30 wpm . . . a goal. When a goal is scored, the puck goes into the scores' net for a day; their names go on the all-star list and their team receives one point.

The moves are based upon a speed test given each day, which includes accuracy.

To construct the game, teacher Leona Kirkpatrick used eight sheets of bristol board four inches wide. One team was represented by green, red, black and yellow strips; the other team had yellow, black, red and green. Different colors mean different speeds. Green is 15 wpm, red is 20, black is 25 and yellow is 30. Total cost of the game is \$2.55.

Each team takes up half the ice surface. "I make pucks out of poker chips and push pins," Mrs. Kirkpatrick said, "and nets are in our school colors or mauve and white."

She has been using the game for three years now, and it has become such a familiar part of the typing program that its reputation goes before it and new students ask about as soon as they enter the class.

John Diefenbaker Secondary School has an answer for schools unable to fit individual student dictaphone machines into their commercial course budgets.

The school in Hanover uses its steno lab, which it had already purchased for shorthand, for transcription. Total cost to the school . . . the price of three tapes.

Leona Kirkpatrick, the assistant head of secretarial subjects, began the program last spring as part of her grade 12 secretarial and office practice classes, and has been "very, very pleased" with its results.

For group transcription, she first selects material to be taped at 30 to 35 words per minute, rather than the usual transcription speed of 12 to 15 wpm. "The advantage of the increased speed is that you (the teacher) are the controller," Mrs. Kirkpatrick said. "You can stop or start it and control what the students are doing." With a regular dictaphone, the student himself stops or starts the machine.

She then flicks on the steno lab, and the headset-equipped students listen through their receivers, and begin taking down the material on their typewriters.

Mrs, Kirkpatrick "dictates" each letter or passage twice. When the student has typed it the first time, he immediately removes that page from his typewriter and uses it as reference when he types the same material again.

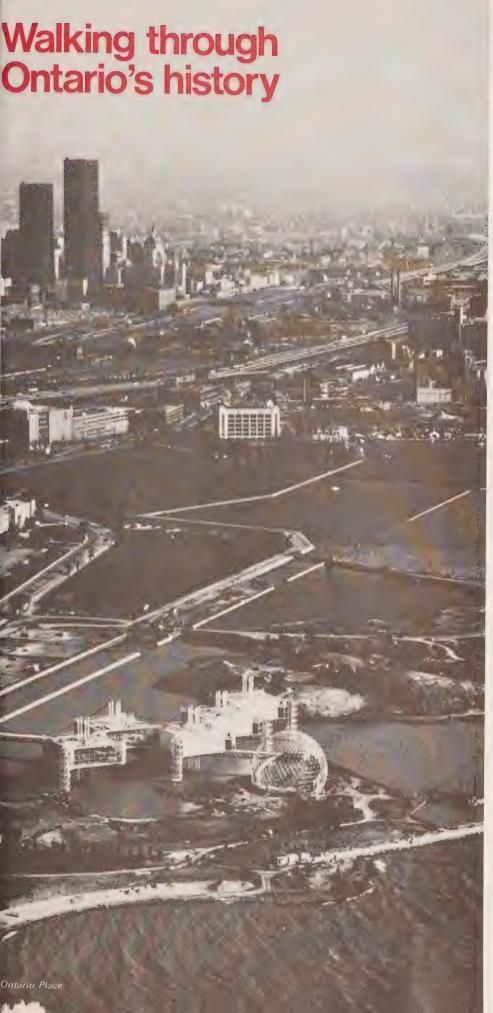
After the second typing, she gives the class a minute to make corrections . . . "but if you teach them to use correction tape efficiently, there should be no waste of time."

At the end of a lesson period, Mrs. Kirkpatrick allows five minutes for proof-reading and then the students hand in only the second copy. "If a student finds an error during proofreading, he can put his sheet back in the typewriter for correction," she said. "But under no circumstances can he

retype the whole page ... So I find with machine transcription you're really perfecting three skills — proofreading, reinsertion and correction." She takes five marks off per error.

Mrs. Kirkpatrick first read about steno lab transcription in a circular from the United States, and then adapted it to her own needs. She recommends a typing speed of 45 words per minute as a prerequisite, but even at this rate of proficiency students become "quite frustrated" the first day. And so Mrs. Kirkpatrick puts on the headphones too "to show them someone can do it."

Once group transcription has been mastered, the transition to individual transcribing machines is a breeze. Mrs. Kirkpatrick has found that training time, compared with the use of just the individual machines, is cut in half.



Studying Ontario's history can mean sore feet. That is, if you're doing the studying at Ontario Place, where the province's history is contained in four exhibition areas.

Ontario Place, the 90-acre provincial show-case on Lake Ontario in Toronto opens May 22, and from the opening date until closing on Thanksgiving Day, school tours may be arranged free of charge. Kits outlining complete details of the pavilion are being mailed this month to all schools in the province. The pavilion is made up of five buildings known as pods which sit over Lake Ontario on tubular steel columns. Four of the pods feature exhibitions which outline the past, present and future of the province. The fifth pod houses restaurants.

Len Casey, chief of operations, said that in the first pod, students can push a button and find out about their hometown at the "Welcome Wall." In the same area is the exhibition known as Genesis where pictures and images of the geological formation of the province are shown on 50 "balloons" in shapes of spheres and ellipsoids ranging in size from 8-foot diameter spheres to 16-footlong by 8-foot diameter ellipsoids.

The next exhibition area is Pod Three (Pod Two is reserved for the 10 restaurants). Titled "Explosions", this area using motion picture screens and slide screens, 72 slide projectors, four movie projectors and artifact boxes and capsules, continues with the history of Ontario's development.

Hanging white canvas bags are used as "screens" in the next area. Pod Four, Ontario Style. Closed circuit television sets, videotape units, 500 speakers, six wind machines and special lighting effects illustrate such things as The War of 1812. Students will be able to walk into the province's history through the use of the special effects.

The last exhibition area, Pod Five, is called Challenges. The two-level exhibition area will feature more than 3,000 different artifacts outlining Ontario life from the late 1800's until the present.

One of the main features is student films collected from schools across the province. Visitors can push a button and see any "local" films.

As well as the exhibition areas, school tours can also arrange for the cinesphere, the round theatre at the edge of the exhibit; the marina; any of the restaurants or boutique shops; Forum, the outdoor amphitheatre and even the warship Haida which is being moved to the marina.

Tours can be booked by writing to Cameron MacGregor, Ontario Place Tours, 9th Floor, 950 Yonge Street, Toronto 5, Ontario.

Teachers can also arrange tours for their classes during the summer holidays as the free tour arrangement is not restricted to school terms. □

Those were the good old days?

When Bedford Park Public School in Toronto celebrated its 60th birthday in December, Mrs. Nora Athoe's grade 4 and 5 classes decided they wanted to find out what being a pupil meant in 1910.

Mrs. Athoe was the right person to ask. Her father, Roy McVittie, attended grade 8 that year and four years later started a teaching career which he ended recently when he retired as school inspector in Guelph.

It took very little persuasion to make Mr. McVittie agree to return to school for one day, teaching his daughter's children in the manner to which he was accustomed 60 years ago.

Once Mr. McVittie's cooperation was secured, grades 4 and 5 at Bedford Park went into a frenzy of crivity. They wanted to have everything as authoritic as possible and to create an environment in which Mr. McVittie would feel at home in his one day, task.

The children suddenly expressed an interest in the schooldays of grandparents. What kind of clothes did they wear? What kind of books did they have? What kind of materials were used in school when they were young?

on the Adhe Traidines, to design the

Writing with a squarky evider

Roy McVittie gives a 1910 lecture to a 1971 class



clothes they wanted to wear to celebrate their school's 60th birthday.

They found that in those days pupils didn't have books to write in; they had to scribble on slates instead. But where could you get slates these days? Someone suggested painting a sheet of masonite with blackboard paint and cutting it into appropriate sizes.

Someone else discovered that a piece of chalk wrapped in heavy grey paper looked remarkable like the squeaky writers (who can still remember their name?) that were used before lead and paper were available in abundance.

The Toronto Board of Education was helpful in providing several old wooden desks, and Mrs. Athoe chased about to borrow others from the storerooms of other schools. The bookshelves were stripped of their modern public school literature, which was replaced with such oldtime favorites as Black Beauty and Beautiful Joe.

Austerity began to reign in Mrs. Athoe's classroom. Complying with 1910 conditions, when no Christmas decorations were allowed, the pupils decided to make do with a Christmas tree and a Santa Claus drawn on the blackboard.

Other 'decorations' allowed included Dictures of George V and famous battles,

and an Honor Roll that included everyone in the class — a forgiveable deviation from tradition.

Mrs. Athoe reports that some of her children wondered anxiously whether her father was likely to use the cane, in accordance with a less attractive custom of earlier days . . .

Of course, their fears didn't materialize when Mr. McVittie finally appeared to teach his daughter's children in an environment as close to 1910 as anyone could wish.

They learned arithmetic, rather than math, had a Bible reading, and found out about townships and counties in their geography lesson. Lessons drawn in advance on the blackboard were kept hidden behind maps until Mr. McVittie was ready to deal with them. "I'd forgotten about that," admits Mrs. Athoe.

All in all it was a day full of insights for the children, probably coupled with sighs of relief that this wasn't 1910 anymore. After all, what modern child could be expected to sit still at a desk throughout a full lesson?



Mrs. Nora Athoe

Photos by Klaus Stolte



Pensions increases

Pension increases from 2 to 50 per cent for 7,400 Ontario school teachers who retired prior to 1970 were announced recently by Minister of Education William Davis.

Teachers who retired in 1950 or earlier will receive a 50 per cent pension increase. Teachers who retired in 1969 will receive a two per cent hike.

A pension supplement, introduced in November 1969, that raised pensions to a minimum of \$1,100 a year will be continued for those whose pensions remain below that amount after recalculation under the new allowances. In the case of widows and dependents who now receive half the \$2,100 minimum the increases will be based on the date of the contributor's retirement. Teachers' pensions will continue to be integrated with the Canada Pension Plan.

In announcing the increases, Mr. Davis paid tribute to the province's retired teachers who, he said, had made an invaluable contribution to the students of Ontario. The government, he said, will continue to work in cooperation with representatives of the Ontario Teachers' Federation to seek a formula that could provide for possible future pension increases.

The increases are the result of a joint study by a government-Ontario Teachers' Federation committee. Mr. Davis said the work of the committee had greatly assisted the government in reaching a decision on the matter. \square

Unique programs

The public and separate school boards of education of the Cochrane-Iroquois Falls jurisdiction recently released all their teachers for a curriculum meeting in Iroquois Falls.

A total of 322 teachers from kindergarten to grade 13 spent the afternoon, part of which was in school time, discussing future curriculum plans.

Said David Powell, area director of

education: "It is the first time teachers of all levels have met with their separate school colleagues to discuss mutual problems."

Another unique program in the area is a school and work project. On four days of the week it is classes as usual for 24 students from Iroquois Falls Secondary School. On the fifth day, they go to work.

The students are taking part in the second year of a new occupations program designed to show them the problems of the modern working world, and consequently to make them more useful to prospective employers... Thirty different firms throughout the district are cooperating with school authorities. These include garages, department stores and even an old folks' home.

Since the program has been received so enthusiastically, it is hoped to extend it for a third year. \square

Perils of easy credit

Ontario's Department of Financial and Commercial Affairs has a new method for acquainting Ontario secondary school students to the dangers of over-extended credit buying. It is an amusing and informative five-minute animated film in color, on the perils of easy credit.

The film was made during the summer by 17-year-old. Kiloran German and 19-year-old David Grimes, graduates of Ottawa's Gloucester High School.

Earlier in the year they approached the Minister of Financial and Commercial Affairs, Bert Lawrence, and asked for advice about contacting government departments likely to be interested in a film project designed for youth. Mr. Lawrence was so intrigued by their ideas that he offered to underwrite the costs of producing a film for his own department.

Anyone wishing to show the film should contact the Information Officer, Department of Financial and Commercial Affairs, 555 Yonge Street, Toronto.

New Netherlands figures

The Royal Netherlands Embassy in Ottawa wants to set the record straight.

A number of geographical textbooks, reference books and atlases used in our schools, it says, contain incorrect information about the present size of the Netherlands.

In most cases, says Miss M. J. A. Hesselink, information attache, the figures are old and date back, in some cases, to 1900.

So, for the record . . . the present total size of the Netherlands, including water surfaces, is 40,844 square kilometers, and the country has a population of 13,000,000. \square

York County guide

The York County Board of Education has approved the distribution of a "Curriculum Guide to Black Studies" to history teachers in the county.

The guide, which will be accompanied by a memorandum stating that the subject has not been approved as a course of study, will also be sent to program consultants of social sciences in region 8 of the Ontario Department of Education, and to the Department's Curriculum Section.

The work of Toronto teachers, Don Rawlings and Don Bogle, the 75-page program outlines the aims and objectives of teaching Black history, basic concepts, major study units and suggested teaching approaches.



new dimensions March, 1971 Volume 5, N

Volume 5, Number 8

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407

Editor, Louise Rachlis Assistant editor, Jane Nugent Produced for teachers and others interested in education throughout Ontario, by News and Information Services. Director of Information, Arnold Bruner, Assistant Director, John Gillies.

Design consultant, Bernard Cullen

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

Computers in the classroom	3
Brian's Meccano computer	6
The "Simplex" language of computers	7
nternational cooperation for a computer	3
imetables by computer	10
roquois Falls has its own computer	11
Buzzwords	11
Rolling the dice in math class	12
Stranded in the storm	14
Recent and Relevant	15
Vrite-in	16

Cover:

Since inside this issue of New Dimensions shows the outside of some computers, the outside cover shows the inside of a computer.

The Evolution of Computers in the Classroom

"People must understand the computer for precisely what it is — a calculating device, a tool for man to use, not one that uses him", says Glen Bonham, assistant superintendent in computer resources, with the Ontario Department of Education. "People should appreciate that the computer extends the human brain just as machines have extended human muscle power since the time of the industrial revolution."

As early as 1962, students in some Ontario commercial schools were studying unit record equipment, and some of those schools even had equipment installed so that control-panel wiring could be learned. Largely due to the efforts of teachers of unit record data processing, courses began to develop and the Department of Education established a committee to create courses of study that centred on the computer and data processing.

"Some committee manibers knew computers

well, and some knew students well," Mr. Bonham recalled, "but none knew both students and computers well enough to appreciate how much secondary students could learn about this new and exciting subject."

That original committee produced a course called data processing, consisting of many different segments which could be put to gether into a program. The most popular combination has been a three-year study that includes an introductory course called "Principles of Data Processing", and two subsequent courses called "Computer Programming" and "Systems Design".

"Principles of Data Processing", which has been most widely taught, traces the evolution of computing equipment as far back as man counting on his fingers, through the evolution of computing devices such as Napler's bones, the abacus, mechanical and electro-mechanical equipment, and finally the electronic computer. The course





concludes with an overview of the sociological effects of the computer.

While the second year of the three-year program is devoted to computer programming, Mr. Bonham emphasizes that the course is not intended to train computer programmers. "These misunderstandings have now diminished," he said, "because teachers are being careful to point out to their students that the single course in programming really only qualifies them to claim a knowledge of programming concepts and not a programming expertise."

A similar emphasis on learning concepts rather than on the acquisition of skills, is placed within the "Systems Design" course for grade 12. In that course, the student learns about file considerations, report design, record design, and many other systems design techniques.

Just as the use of the computer on a widespread basis occurred first in business applications and later in scientific applications, the study of the computer evolved first in business courses of study and later in mathematical or scientific courses of study. The first computer course in the area of mathematics and science was offered to a single class during the 1965-66 school year.

After the trial run, the course became known as "computer science". In 1966-67, the experimental program was offered to 14 schools, and in 1967-68 there were 36 schools involved.

Although every teacher who taught computer science at that time was a mathematics teacher, and most committee-members were

AEDS hosts international conference

mathematics specialists, all agreed, said Mr. Bonham, that "computer science should include much more than mathematics; it should include topics in science, business and any other subject that involved problems that could be solved using a computer."

An interesting part of the committee's report was a recommendation that some of the sociological effects of the computer be discussed in class, such as the past or future effect of the computer in the fields of law, medicine or criminology. Students might forecast and speculate about what society would be like in fifty or 100 years.

Along with data processing and computer science, is another area of study, computer technology. The interim guideline for computer technology focusses on the study of computer logic and computer circuitry, and incorporates studies of programming, peripheral and input-output devices and computer applications.

"The study of programming will be different from computer science," according to Mr. Bonham, "because it is not so important that the student of computer technology develop the same facility with the language that is required of the student of computer science."

The computer science student needs an ease with the language in order to solve complex problems. The student of computer technology, on the other hand, just wants to know where the language fits into the overall spectrum of computing; how a particular instruction eventually becomes electronic impulses.

As for changes in the present computer tudies programs, the first part of the data processing course is now being revised. Among the adaptations under consideration or this introduction to "what a computer an and cannot do" are a taste of electronics o help students decide whether they like omputer technology, and an introduction of programming to assist them in determining whether they want to study data processing or computer science.

With the new flexibility of the credit system, a student may take the computer-oriented course best suited to his own needs. For instance, a student moving towards engineering might want to take computer science and computer technology; a student thinking about business administration might prefer data processing and computer science; a student looking at a career in computer programming could take data processing, followed by more advanced courses in one of Ontario's 20 colleges of applied arts and technology.

This issue of New Dimensions looks at some of the practical and theoretical ways that Ontario schools are making use of the computer.

The Ontario chapter of the Association for Educational Data Systems (AEDS) will host the association's international conference in Toronto, April 13 to 16. It will be the first time that the conference has been held in Canada.

AEDS is a non-profit educational organization formed in 1962 by educators and technical specialists in educational computer applications. Purpose of the group is to provide a forum for the exchange of ideas and information about the relationship of modern technology to modern education.

Ontario is further ahead in the field of computer instruction, especially at the secondary school level, than anywhere else in the world, said Norm Williams, Ontario Chapter President.

The Toronto conference organizers decided to break away from the standard format to examine the social and technological implications of the computer.

Topics will include the sociological aspects of educational computing, the role of the consultant in educational computing and new trends in testing and evaluating.

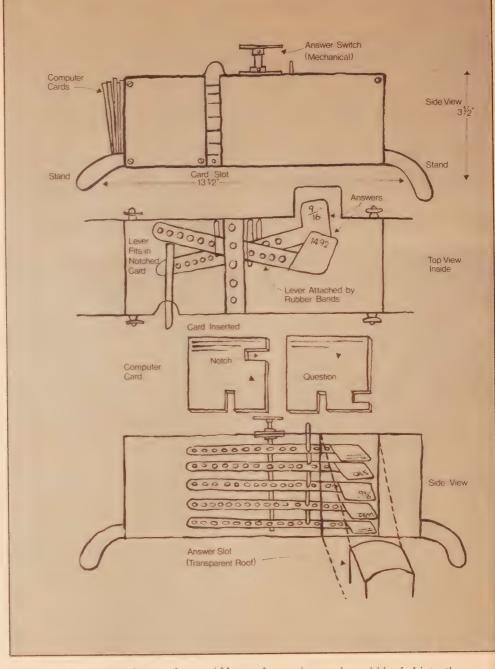
More than 1,500 delegates from across Canada and the United States are expected to attend, making it one of the largest AEDS conferences held.

Delegates will also be taken on tours to Niagara Falls, the Ontario Science Centre, Seneca College, University of Waterloo and the Ontario Institute for Studies in Education.

Secondary school students interested in the conference will pay a special fee which will allow them to hear all main speakers. Further information may be obtained by writing to AEDS at 40 Eglinton Avenue East, Suite One, Toronto.

Etobicoke pupil competes with the experts

by Jane Nugent



Brian Saunders entered the competitive field of computer design at a very early age. To be precise, he was 11 when he introduced the world to his first working machine.

"It didn't take me long to make really," said prian, who has a mop of fair hair, large glasses and the air of an absent-minded professor. "The hardest part was getting the elastic bands to spring back."

Elastic bands did he say? O.K., we might as well admit the truth. Brian's computer wasn't quite like those built by I.B.M. It was made out of Meccano construction kits.

"I got the idea after our class at school, (which was then Braeburn Public School, Etobicoke), went to the Etobicoke Education Center to see how the computers worked," he said.

6

Brian's version was made out of several Meccano sets, cardboard and elastic bands . . . but it worked.

It answered five questions, two of which were mathematical — one was the answer to a division problem and the other, a fraction. Two of the remaining three were answers to space questions - who was the first man on the moon, and who was the first man to orbit the earth? and the fifth, answered the question - when did Columbus discover America?

The computer was 3½ inches high and 13½ inches long and worked with five levers, each of which held an answer card. The question and answer cards had corresponding notches.

A question card would be fed into the machine and the main switch pulled back. This activated the levers, which sprang back, hitting all the cards except the one with the correct answer.

"It wasn't hard to make," said Brian, who lives with his parents and three sisters in Rexdale, and now attends The Elms Public School, "because I know my Meccano sets so well, I know exactly what I can do with

"The first computer I made didn't work, but I thought about it one evening, adjusted it a bit, and it worked." He shrugged, implying that he couldn't understand why anyone should be so interested anyway. After all, anyone could make a computer!

Computers speak "Simplex" at Sir Sandford

by Douglas Ferguson Information Officer Sir Sandford Fleming College

"The Indians sold Manhattan Island for \$24 in 1624. Now, class, take out your pencils and tell me how much this would amount to in 1966, had they invested the money so it compounded at 10 per cent per annum."

This problem is typical of those being successfully handled by secondary school, community college, and university students in the Peterborough area, thanks to an introductory computer language devised by the faculty of Sir Sandford Fleming College of Applied Arts and Technology.

Normally, such a problem would involve hours of repetitive manual calculation, so it's no wonder that the relative ease with which its solution is obtained by computer leaves a lasting impression on students.

The answer, in case you have not worked it out already, is \$3,782,413,683,523,538.40. But think of the potential tax bite.

As with all introductory languages, the Sir Sandford Fleming Adaptation, called "Simplex", gives students an early opportunity to put theory to the test.

"You can teach from a text until you and your students are supersaturated, but until they can have some interface with the machine, it comes to mean less and less," explains Doug Lavery, Sir Sandford's director of data processing services. In particular, early machine work reinforces 'memory concepts theory', or how a computer stores and manipulates instructions and data.

Accordingly, Mr. Lavery was quick to adopt one of the known introductory languages to fit the particular GE115 computer installation at Sir Sandford. However, as first-year business students began submitting programs for processing, some shortcomings soon became evident.

"The language was too limited," explains Mr. Lavery. "In a short time, students began challenging the worth of our machine and questioning the value of data processing generally."

With the first adaptation, it was possible to use only two of the three "logic conditions" found in business. This limited the process

to situations in which the quantity of data and facts is fixed for each program and in which the quantity varies each time but is known to the operator at the time the job is run. Also, it was limited to a five-number printout so that many programs had to be handled in stages, defeating one of the obvious benefits of data processing.

Then business instructor Ron Cameron, a former computer company representative, became interested in the idea of a simple, yet versatile, language and with the assistance of Mr. Lavery refined the first adaptation. The result of their collaboration was "Simplex".

At last, they had a language that would handle the third logic condition, where the original quantity of data is unknown to the operator and the machine must go until it runs out of data. This is equivalent to COBOL'S "at end go to" statement, and gives the users of Simplex the full range of logic. It still lacks the complexities of COBOL or FORTRAN, the two high-level languages taught in the second and third years of college, but it can spit out 30position answers and provide good error messages to students, telling them how and where they made mistakes. It also provides more explicit results than the other introductory languages, thus relieving tyro programmers of most of the task of interpre-

The language is suitable for use at many

educational levels. Actually, it was first tried this summer by a group of secondary school pupils enrolled in a Peterborough County Board of Education summer school course in data processing fundamentals taught by Mr. Cameron. The program involved 14 pupils from grades 9 to 13 and was a total success. At present, the college is processing Simplex programs written by secondary school pupils involved in regular day programs at their schools and by Trent University students, in addition to its own first-year business people.

An important feature of the language is the use of "mark sense" — not keypunched — cards. Students can take a supply of cards home and write programs by marking them with a special pencil, rather than having to wait in line for a keypunch machine to become available. This feature has very substantial benefits for administrators involved in secondary school data processing courses, as it not only reduces equipment costs but eliminates the difficulties inherent in timetabling machines.

At least one secondary school student has learned his lessons well. He uses Simplex to solve the problems given to him during detentions.

Business instructor Ron Cameron (left) and Bruce Found (right) discuss Simplex with high school students. Mr. Found was principal of the Peterborough County Board of Education's summer school.





Fort Frances student Kathy Shine places cards in card reader.

Teacher Brock Godfrey examines IBM 360 system console.



International cooperation in International Falls

by W. B. Book Principal, Fort Frances High School

Brock Godfrey may be described as a computer addict of long standing.

Only two years ago he was developing symptoms of withdrawal, but happily these were arrested when the Fort Frances High School teacher conceived the idea of arranging time and instruction for his business and commerce students at a large computer centre in International Falls, Minn., across the Rainy River.

The pulp and paper division of Boise Cascade, parent company of Ontario-Minnesota Pulp and Paper at Fort Frances, has a complete computer section which hooks into one of the largest IBM installations in North America at the head office in Boise, Idaho.

Mr. Godfrey's approach to Lee Dornhecker, manager of the computer section, resulted in a cheerful invitation for the Canadian students In the high school, students clamor for to make full use of the equipment for hands-on training. So, for two years, the Fort Frances students, in addition to having readily available advice from experts in the field, have been able to practise with and to operate highly sophisticated equipment normally beyond the reach of most secondary schools.

Third-year students go across to the centre many times during the year to try out and

then produce complete projects. The computer people of the Falls have shown patience and interest, allowing the students to use the machines whenever the equipment is not in company use.

In addition, several field trips a year may be organized for students enrolled in the course at all levels. An approaching American holiday not celebrated in Canada is the signal to plan an all-day session. On these occasions students keep arriving and departing in platoons. The computer men do not get paid for their friendly cooperation, and originally several of them put in long overtime during such holidays.

However, Mr. Godfrey now has key seniors stationed all day at the various machines, instructing the first and second-year students, and supervising them as they try things out.

time on two rented key punch machines. They are there as early as 7:30 a.m. and return to the machines at night.

Their courses are not really special, since they learn a good deal of what any data processing student learns anywhere - basic computer theory, key punching and verifying, and elementary programming. The difference is that they are, almost from the first, doing real jobs on real machines.

There are 100 students spread over the three-year data processing course, and the course itself is three years old.

On a typical day last November, 10 thirdyear students arrived at 9 a.m. for a briefing session by Mr. Godfrey. They then became demonstrators for 90 first and second year students who came in all day for two-hour sessions. (Students have been taught the rudiments of programming by second year.) All the students had practised key punching and verifying on the school's rented machines, but there was no difficulty in applying what they had done to another make of machine.

They underwent a series of crash courses lectures, demonstrations, and practice sessions - on key punch machines, verifiers, computer languages, the rudiments of computer wiring, collators, interpreters, sorters,



Encoding information.

Computer manager Lee Dornhecker (right) explains record storage.

reproducers. They delived into the mysteries of tapes and discs, and they ran their own programs from the planning, which had been done earlier, to the print-out. When they made errors, they retired to another room and sought out the cause, changed what needed to be changed, and ran it through again.

The students move very quickly from makebelieve projects to work which is real. When the course was first introduced, the quickest students key-punched all the cards after the first trial run for the computerized timetables. Lorne Smith, of the Ontario Department of Education's Education Data Centre in Toronto, paid them the supreme compliment that their key-punching was more accurate than that of some of his professionals.

Last year, the students handled all keypunching for timetables in addition to helping program and execute an order system for the Board's monster multipublisher book display. They have just finished their first attempt at producing computerized report cards for the school, and it was successful.

There is a possibility that they will go into the attendance recording business as well. In short, the "B and C" department has achieved, especially in the data processing course, what technical departments have been doing for years — they have performed real, meaningful work as the means to learning. The ideal shows signs of spreading to the geography department, and there is keen interest in the computer course from every department.

The merging of community enterprises, public and private, with the normal instructional tools of the school has always been a goal of good education. The data processing course is perhaps the most spectacular success which the school has achieved so far. And what is equally as significant in this educational experience on the border, is the example of full and free international cooperation — with no strings attached.





Report card forms in printer.



Vern Larsen wires a collator panel.

Speedy Student Scheduling

by Louise Rachlis



If a vice-principal made 99,000 attempts to work out one student's timetable, there wouldn't be any time left to plan schedules for the other students. But the computer tries that many times in just a couple of seconds. "And after that," says computer timetabling specialist Bernie Webber, "if it says the student can't be scheduled, it's safe to say he can't be scheduled."

Mr. Webber is field services manager for the Education Data Processing branch of the Ontario Department of Education. This year the branch is handling computer timetables for 190 Ontario schools, and by next year more than 300 high schools will probably have computerized scheduling.

The EDP scheduling system is designed to let each student have as individual a timetable as possible.

It is being used throughout the province, from Atikokan and Timmins, to Cornwall and Windsor. However, most of the schools assisted by EDP are in smaller centres. "We wanted to use our scarce resources where they are needed most," Mr. Webber explained, "and the larger boards often have a computer facility at their disposal already."

After the student has selected his courses, his school gives the list to EDP which produces preliminary reports to help the school build its master schedule and determine its teacher requirements. The school then submits its master timetable to EDP which schedules the students as best its computer can.

For timetabling, the charges are based on a cost recovery factor of about \$1.50 or \$1.75 per student, depending upon the size of the school.

"A well conceived and programmed computer system is something less than a common occurrence," Mr. Webber pointed out, "but from the technical viewpoint, this system has been one of rare excellence. It has led to a growing awareness among educators of the capabilities of the computer."

In operation just since 1969 when it was introduced in 23 schools, the scheduling has now become "a refined, production line procedure". The architects of the system are EDP's Robin Wigdor, Peter Williamson and Shelley Glasser.

While EDP gets in touch with school board superintendents to let them know the scheduling services exist, the branch doesn't go in for "ostentatious advertising". The seven EDP liaison officers spend a lot of time on the road, visiting each scheduling system school two or three times a year.

Last year they had a few problems with some of the 98 schools served because of the delay in teacher hiring and the mail strike, but still managed to come out all right. "There is more to the successful implementation of a computer system than just the system," Mr. Webber said. "We have

found that a teaching background is very useful for a liaison officer since he must be able to communicate technical material in educators' language." He attributed much of the success of last year's efforts in the schools to the enthusiasm of the school personnel and "the dedicated persistence" of liaison officers, Lorne Smith, Bruce Barclay and Mike Gage.

The scheduling system has also proven useful for training people at the school board level. In Windsor, for instance, an employee of the board, Roger McLean, learned while EDP assisted with local timetables, and he was then able to act as a liaison between his board's schools and the branch. That meant that instead of going through representatives of each school under the board, the branch only had to work with one man.

EDP got into the report card business as a kind of follow-up to computer scheduling. With each student on a different timetable, principals and teachers were finding it extremely hard to construct manual report cards. What the computer does, is pull all of each student's marks together for the teacher. They are now processing report cards for 40 schools and 46,000 students, on a cost recovery basis.

But the uses of the computer do not stop there. Another area EDP is working on is diagnostic test scoring, a computer system to process and tabulate objective test results. It can apply to a teacher-made test for a single class, a department test for a group of classes, or a large scale test for several schools.

The system processes test results, and can prepare three different reports for the examiner . . . diagnostic analysis, indicating the performances of each student on the test; item analysis showing the response to each question on the test, or school statistics providing information on control groupings.

A further source of assistance for school boards is EDP's questionnaire analysis program, allowing a board to draw up questionnaires about parental or student attitudes, for instance, and have the answers processed.

The computer is also being used to compile student-written computer programs (for computer science students not having access to local facilities); to carry out the supermarket business simulation game played by marketing and business finance students in 80 classrooms; and it is being considered for devising school bus routes.

Northern school has its own computer

Computer capers with buzzwords

Iroquois Falls does not immediately spring to mind as being well-known in computer circles. However in 1968, thanks to a progressive math department and an equally progressive board of education, the Iroquois Falls High School became one of the first schools in the province to install its own computer.

"The center is open from 8.30 a.m. until 5.30 p.m., and students virtually have unsupervised access to it during these hours," said Andrew Czempinski, head of the math department, "but it is not unusual for some of them to want to continue with a special project well after school is over for the day."

Mr. Czempinski thinks it is of great benefit to allow the students to work things out for themselves, either individually or in groups, and the fact that they are able to work at their own speed, with no worries about being either ahead or behind the rest of the class, helps their progress.

"It's amazing, but many of them have discovered that mathematics is an interesting subject after all.

"I think it is true to say that the computer age descended on our society rather suddenly," he said. "Perhaps faster than some of us expected.

"So many people are still in awe of the computer and persist in having the science-fiction idea that it is capable of much more than it really is. Believe it or not, there are some who imagine a computer can think by itself

"Our students have learned how to make a computer think and they realize what an important and versatile machine it can be if used to the best advantage.

"Of course the whole subject has been made much easier by being able to use a computer directly and not through a remote communication system.

"Though we certainly do not claim to train computer programmers, we hope that our courses will encourage those students who have the ability and the interest, to study computer science further and eventually

enter this field where specialists are still so urgently needed."

The computer used at the school is a comparatively small one, and at under \$20,000 for both installation and equipment, it is low priced as computers go. An integrated general purpose machine, it is subject to limitations of memory, but even so, the memory core, as well as other low cost storage systems, can be expanded considerably.

On introducing the students to computer science, it was decided to phase it in gradually. During the first year, it was included experimentally as part of the mathematics curriculum.

Success and interest meant that the students could move on to phase two which continued the process of integration in the second year.

This year, phase three is well under way, and three new courses have been introduced.

The first course sets out the principles of data processing, and is being run jointly by the math and commercial departments, and is open to students from the second year upwards. The second course is an introduction to computer science as a separate subject; and the third is a more advanced look at computer science.

For those of you who are not versed in the language of computer technology, the Honeywell company offers a tongue-incheek answer called "buzzwords":

Merely select a digit from each of the three columns below, and combine the words opposite each number into your own technical jargon.

For example, select "3", "9" and "0" and you generate: "parallel policy options", which, according to Honeywell, is "bound to command instant respect — and confusion!"

Instant "Buzzword" Generator

Column 1

- 0. integrated
- 1. total
- 2. systematized
- 3. parallel
- 4. functional
- 5. responsive
- 6. optical
- 7. synchronized
- 8. compatible
- 9. balanced

Column 2

- 0. management
- 1. organizational
- 2. monitored
- 3. reciprocal
- 4. digital
- 5. logic
- 6. transitional
- 7. incremental
- 8. third-generation
- 9. policy

Column 3

- 0. options
- 1. flexibility
- 2. capability
- 3. mobility
- 4. programming
- 5. concept
- 6. time-phase
- 7. projection
- 8. hardware
- 9. contingency



These photos of teacher Denis Millan's grade 8 Calvin Park Public School mathematics students were taken by a fellow student, 14-year-old David Sankey. The Kingston class, shown in the midst of a crap game, has use of a 35mm professional camera which they are learning to operate.

Pupils are down on their hands and knees in a Kingston mathematics class, but it's not to beg teacher Denis Millan for a passing grade.

The grade 8 class at Calvin Park Public School is shooting craps, and it's all part of a study unit on statistics and probability. "Probability is one of the topics we should cover on the course of study," Mr. Millan explained. "It can be very dry. But if you can involve the children actively in a game such as this, it adds tremendously to the interest and the impact of the lesson."

Before finally shooting craps, the pupils work with coins, "spinners" from children's games, and complete a probability chart showing the various combinations of numbers that come up when you roll dice. "The whole focus of the study of probability is to add to the decision-making process," Mr. Millan said. "In craps, they have to make proper decisions or they lose. It can be applied to other situations, such as making purchases later on, or the kind of activity where any chance enters into it."

It takes the class about two periods to catch on to the game, and from then on the excited shrieks of winners and the sighs of losers fill the classroom. Throughout the hubub, Mr. Millan strolls among the clusters of children, questioning them on their decisions in the game and making sure they understand the topic to which it's all related.

Although he has been using the game of craps off and on for about six years, Mr. Millan has found that it is not suitable for every class - "so we find another way to treat it, perhaps a stock market game."

As for the parents, Mr. Millan has encountered no opposition to his unorthodox teaching method. "I've found that parents are willing to go along with anything that is vitally alive," he says, "and really a learning situation."











Night school with a difference

It seemed exciting for a while, but after the first night in their classrooms, students stranded during January's blizzard were decidedly bored.

At Arva's Medway High School, in Middlesex County, 600 students, some of them pictured above, slept as best they could on Tuesday night; and though several bus loads returned to their homes the next day, there were still about 300 at the school for a second night.

Despite the fact that Duncan Hoople the principal, and his staff arranged dancing, basketball, volleyball, chess, cards and ping pong games, one night was enough to make most of the students realize their normal school routine was preferable.

Medway High School was just one of the many in the southwestern part of the province where hundreds of students and their teachers were trapped by the blizzard

Teachers' Reference Service to close

The Teachers' Reference Service, of Provincial Library Service, will end on April 1, 1971.

Improved library service is now available from public, university, college, and school board libraries, as well as libraries in some of the regional offices of the Department of Education.

A Department of Education/University Affairs Library will be established in the Mowat Block, Parliament Buildings, Toronto. Its reference, reading room and inter-library loan services will be available, but the service by mail of the Teachers' Reference Library will not be continued.

Requests for service by mail will not be accepted after April 1st, and all books must be returned to the Provincial Library Service not later than April 30, 1971.

Save the Valley

A group of students and teachers from Ancaster High and Vocational School have gone into the land preservation business to save the Dundas Valley.

With the cooperation of the Hamilton Region Conservation Authority, they set up a Students Park Fund to raise money for acquisition of parkland. They want to save the scenic escarpment area from the subdivider, and have planned a week-long campaign of homeowners, business and industry for early April.

The students' goal is \$5,000.00 and they will give a certificate to each person donating a dollar to applaud his move as a step in preserving the valley as a natural, open space.

Volleyball on the carpet

They never wax the gymnasium floor at Bracebridge Public School. They vacuum it.

The Bracebridge school is one of the few in Ontario with a wall-to-wall carpet.

Since principal Neil Haight decided to have it installed, annual maintenance has been far less; students can sit comfortably on the floor rather than chairs, and the gymnasium can be more easily used on special occasions for open area learning.

And the pace of the school's basketball games hasn't been slowed down at all. Carpet is as effective as hardwood for bouncing balls.

Prite-in

To the Editor:

While supporting A. E. Macdonald (Write In, January, 1971) in his plea for educational help for the underprivileged through some form of summer program, I should like to take issue with his statement that the Upward Bound program has been "a tremendous success in the past four years of existence."

It was because the Upward Bound program at U.C.L.A. was in serious trouble that Dr. William Glasser was called in as consultant during the summer program of 1967. Dr. Glasser writes in his book, Schools Without Failure, of finding: "An atmosphere of discouragement and failure — An opportunity for an educational experience being thrown away by students who regarded the program as a lark and a chance to enjoy themselves while getting paid \$10 a week. The educational format of the program was excellent yet the students who regularly attended were probably less than 30 out of the total of 105, and were considered square."

If Mr. Macdonald now finds the Upward Bound program successful, it could in some measure be due to the remedies suggested by Dr. Glasser for the 1968 summer session. In view of this, I feel his excellent analysis of the major flaws he found in the program, and his suggestions for their correction should be studied carefully, before attempting to implement such a program here in Canada.

Mary Tyldersley (Mrs.)

Herman E. Fawcett Secondary School Brantford, Ontario.

To the Editor:

Reading your issues of "New Dimensions" is exciting and stimulating. Our schools are bursting with new and thrilling experiences of learning.

However, there are other sides to learning than the academic. I fear that our schools are not doing as much for the emotional growth of our students.

The dignity of the student is still far from established. Students are still being treated shamefully by teachers and administrators. And with larger board jurisdictions, and more distant authorities, most parents do not know where to turn with their complaints.

Humiliating criticisms, cutting sarcasm, yes, and even strappings and other methods of physical abuse have not been removed from our schools. As a teacher, I sympathize with a teacher's frustration and am concerned about academic growth. As a parent, I am concerned about the child's frustrations and the emotional growth of children.

I would like to see an issue of "New Dimensions" devoted to new dimensions of respect and dignity for students as people.

John Beaton Waterford, Ont.



new dimensions

April 1971 Volume 5, Number 10

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407 Editor, Louise Rachlis
Assistant editor, Jane Nugent
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,
Assistant Director, John Gillies.
Design consultant, Bernard Cullen

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

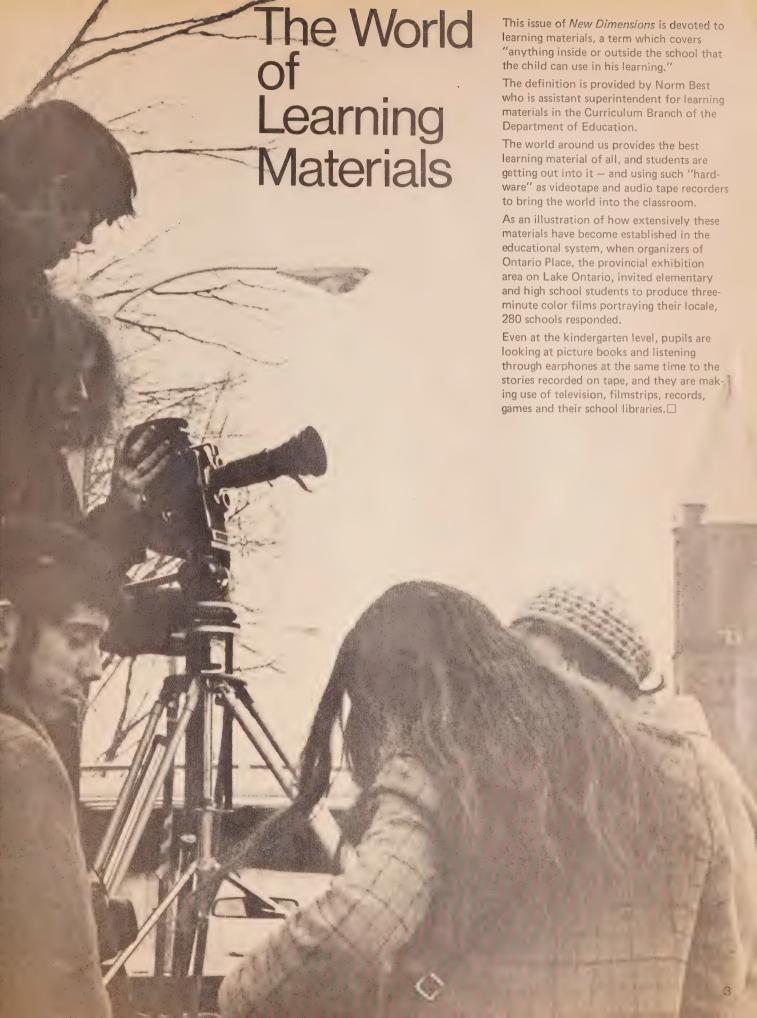
Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315



Fun and games in the classroom	4
Radio's the latest thing	5
High school television in Thunder Bay	6
Training technicians at Humber College	8
Making the most of a resource centre	10
Deserted classrooms turn multi-media	11
Film arts in London	12
Film-making on a budget	14
Recent and Relevant	15
Write-in	16

Cover

Librarian Shirley Sanford reads a story to some pupils of Queen Mary Public School, in Chatham. See story page 10.



The learning game

by Louise Rachlis

A Grimsby Central School workshop on simulation



Playing simulation games in the classroom is a serious business.

"Simulation games are a natural method of learning and communicating," explains Neal Emery, a program consultant in learning materials who has been taking games seriously for about three years.

While a master at Peterborough Teachers' College, he attended a workshop on games, and, he recalls, "I immediately saw the implications of simulation games as a means of 'building environments'. I went back to the college and tried them out on the staff and students. The reaction was very positive. So I tried them with Peterborough school children, and received the same response."

Mr. Emery is now on the staff of the Department's Niagara regional office, and hardly a week goes by when he's not playing games in the classroom, or at teachers' workshops.

The best games, he finds, are sufficiently simple to be played in less than 90 minutes. Otherwise, the teacher just doesn't have time for them. He admits that it is difficult for a teacher to handle games properly. "You can't predict that you'll accomplish a certain body of knowledge, and you have to discipline yourself to observe language and action among children as they play."

Mr. Emery makes a distinction among the following: a simulation, which sets up a lifelike situation and "mini-environment" in which children can operate; games, which, are used in class to test numbers or

recall, and simulation games which set out a scoring system so a winner may be declared. He is particularly interested in simulation games.

There are all kinds of simulation games, at all prices, but Mr. Emery feels their use will not become widespread until teachers are able to make their own. Some games cost up to \$400 a set for a year's Social Studies material, and companies won't break the set. He recommends the book *Games and Geography* by Rex Walford, which describes six games and tells how to make the game components and develop other games. The book is published by Longmans Canada Ltd.

Before organizing a game, teachers should decide where it fits into their curriculum. "If it doesn't really fit," Mr. Emery advises, "then it's just decoration, and the teacher should pick something else."

Learning a game usually takes three to four times the length of time needed to play the game, and must include the rules, possible outcome, and classroom set-up.

"Teachers should be prepared to observe the actual playing of the game," Mr. Emery advised, "to the extent of writing down the words used, and physical happenings such as the movement of chairs. The teacher must be completely involved in what is going on, because his observations should be used as motivation for various areas of research."

A follow-up or "de-briefing" period should be at least as long as the game, so that students can consolidate what they have learned, he said. "The game can't stand on its own."

Making up a game is a time-consuming business. Neal Emery designed Research '71, a library simulation for teachers, which set up problems by giving the participants cards marking their simulated roles, such as principals or librarians. "I spent weeks reading and getting material for it, but you get fantastic interaction using this technique."

However, he cautions that "simulation would be just as deadly as anything else if all the students did it every day. It has to be a part of the total curriculum."





Neal Emery

The games children play range from "Freedom Now!", in which they withstand the prejudices of life, to "Production Line", designed to demonstrate the efficiency of the production line compared with the output of individual craftsmen.

The only equipment needed for "Freedom Now!" is a die and four markers. The children move around the board, following the discrimination directions such as "if you are the oldest in your family, take an extra turn" or "you lose your next turn if your last name begins with N to Z". The first player to reach "Freedom Now!" is the winner.

In "Production Line", groups of children strive to prepare as many teacher-assigned cut-outs and drawings as possible in a 10-minute period.

For example, the instruction might be to prepare four-inch paper squares, colored red, and stapled in neat stacks of five squares each.

But the important concept of "Production Line" comes after the operations have been completed. Discussion of the game leads to complaints about the boredom of assigned tasks, and an insight into the dulling effect of production line work.

Children also bring up questions concerning production slow downs, line tie-ups and efficiency measures which can be used later in the study of modern labor movements, capital resources and the inter-dependence of people in industrial societies.

Radio's right in tune

If you think radio is just good for news, weather, and sports, you haven't been keeping up with the times.

The Ontario School Radio Broadcasts are tackling topics such as free schools, communal living, humour and rock groups; and if teachers miss any of the boradcasts over CBC radio, they can send in blank tapes or cassettes to their board's audio-visual department or the Ontario Department of Education's Learning Materials Service Unit, and obtain the material for use whenever they wish. The LMSU handles distribution of the programs from 559 Jarvis Street, Toronto.

"Teachers who don't want to cover a particular topic don't have to use that tape," said Eldon Pipher, a Junior Education consultant with the Department's Niagara regional office in St. Catharines. "Their purpose is to provide kick-off or resource material for whatever topic the class is studying."

Mr. Pipher, along with Bob Madeley, of the West Central Ontario regional office, worked with CBC writers to select ideas for the taped broadcasts. There are 20 tapes this year, and all of them will be available for the next seven years, with additional tapes being added at intervals.

Students are even getting into the act themselves. This year, the CBC began a series called "From the Schools". A dozen grade 6 classes from across the province each produced 12-minute programs containing

what they wanted to say to other grade 6 students. The CBC producer told the children they could do whatever they pleased, and the results ranged from a drama to a "laugh-in".

As a follow-up to "From the Schools", Mr. Pipher has been helping four classes from his region to prepare their own tapes, which won't be used on the air. "They'll share the tapes among themselves for feedback," he said. "The basic aim of the exercise is to develop communication skills in this medium, and to acquire a bit of taste. Some pupils will give their feedback on tape; some will do it in visual form."

The tapes give students a chance to learn how to use their voices effectively, to study sound effects, and to take a second look at material with a different point of view.

"When educational television came in," Mr. Pipher said, "some people said that was the end of radio. But there are some things radio can do better — such as provide an appreciation of sounds or develop listening skills. And there are practical considerations as well, since not every school can afford videotape."

For two weeks this year, Hamilton's Robert Land Junior Public School was the most colorful school around

After listening to the CBC Ontario School Radio Broadcast called "Color", the whole school launched into an intensive study of that theme.

The rotary system was disregarded, and each teacher devoted as much time to "color" as she wanted. A committee of five teachers, with help from the library resource teacher, assembled a collection of film strips and books. The exercise was supplemented by visits from guest speakers.

Pupils from kindergarten to grade 6 wrote "color" stories such as "How the woodpecker got its red head", designed clothing and advertising posters with different color

combinations, analyzed their feelings and reactions to color, considered whether animals see colors, and discussed how color is used in scientific experiments.

In addition to helping the pupils appreciate color, the study was intended to improve their skills in logical thinking, organization and evaluation.

"Color and My Body" examined blushing, racial differences, rashes, black and blue bruises, sun tans, and grey hair. A dietitian covered the topic of color of food and appetite, and how to make food look palatable.

And, all things considered, how could "Color and My Home" get along without a television technician's explanation of how a color set operates.

Focus on Hammarskjold High

by Jane Nugent





Bob Angell



Mention the word television and Bob Angell will be quite prepared to discuss the subject indefinitely.

But that is not really surprising because Mr. Angell is the instructor for studies in "television studio practices" at the Hammarskjold High School, Thunder Bay. Enthusiasm for the subject has obviously rubbed off on his students and, as a consequence, the course is rapidly becoming one of the most exciting and advanced of its kind in the province.

"Basically this is a practical course," Mr. Angell said, "because at the end of it most of the students should be competent enough to work as operators for television stations if they wish. However, it is much more important than that, since by using our equipment and knowledge to the fullest extent, we are able to contribute to the use of television as a teaching aid.

"For example, we record all the ETV programs and re-show them on request within our own school or relay them by means of cable to 52 other schools in the area."

These schools can also receive many programs which are actually made at Hammar-skjold High School.

"We often work in co operation with other schools," said Mr. Angell. "One very successful venture last year was filming excerpts from a play called *Blue Denim* as performed by the theatre group from Port Arthur Collegiate."

The students have also produced, directed, and filmed folk singing, poetry readings, puppet shows, and numerous other presentations connected with the arts.

"Our most ambitious project to date is now under way," Mr. Angell continued. "We started work last year on a series of educational films on regional studies. The series is being made in conjunction with local educators, and we also have some professional television personnel helping, including our audio-visual man."

He said they hope to complete the series, which covers such topics as forestry, mixed

farming and animal husbandry, by the end of the year.

"There is one problem when working with students, and that is sustaining their interest. I've discovered that a sense of belonging and of being identified as part of the group is very important to them. For instance, we all wore special uniform sweaters last year, and they thought it was marvellous.

"As far as the filming is concerned, it means that instead of taking all the film first, and then editing it, we have to edit it in bits and pieces as we go along, so that a student can follow his particular section through from beginning to end."

The television course was started about three-and-a-half years ago. It is primarily designed for students who either wish to work in a television studio to go on to university or a community college for advanced studies in electronics and production. Mr. Angell now has an enrollment of 90.

The program is divided into seven main areas or study groups. In three of these areas, telecine, distribution and camera control units, they learn everything from the operation and servicing of a 16 mm. camera to using pulse generation equipment.

Staging areas deal with camera and sound operation and lighting. In a section which comes under the heading of production. students study set arrangement, console lay-out and monitors. Another area involves videotape recordings both on one-inch and two-inch equipment, and audio includes the study and discussion of sound levels and recording equipment. A satisfactory standard must be achieved before a student is allowed to continue to the next stage.

Students from grade 11 up are eligible for the course, but before they enrol they are required to take what Mr. Angell describes as an aptitude test.

"I set a test which I feel will be easy.
enough for all levels, yet not too simple as

to appear childrish to the more intelligent students," he said. "You see I have to have a common base from which to work."

Apart from finding a basic starting point, Mr. Angell insists that prospective students understand the importance of accuracy in this work.

"Not only do I expect, I insist on marks of 100 per cent," he said. "After all, you might only have one piece of equipment and unless it is 100 per cent in working order, it doesn't work at all."

He grinned: "You know, in many cases it is the very first time a student has even thought of aiming for marks a nigh as 100 per cent, let alone getting them."

Although the course has been scheduled for more than three years, the equipment and studio have only been in operation for little more than a year.

"Just because it was agreed that I hould start this course, that unfortunately didn't mean that there was enough money for equipment and the building of a studio right at that moment," he said. "So, for the first two-and-a-half years, I taught television studio practices in a classroom."

All the same, Mr. Angell and his students spent their time profitably by helding to design the present studio complex with its control area, darkroom, set dialog and dressing rooms, and vast L shaped studio.

Even the equipment was to a large extent the work of this team. They built the camera control cabinets, the videotape equipment, and did most of the wiring for lighting and sound. By doing so, they saved thousands of dollars.

"We've also been very lucky," Mr. Angell added. "Earlier the school was able to buy two cameras considered obsolete by a local television station, for \$50 each. New, they would probably have cost something in the region of \$11,000."

As soon as they had taken delivery of these cameras, the equipment was put to use. Mr. Angell and his students were asked to film a

local carnival in temperatures of 40 below zero. "We were all too excited to notice the cold."

Since Mr. Angell feels that television can be used to far greater advantage in the class-room, he is in the process of conducting a series of experiments. During a panel game held in one of the school lecture halls, he set up cameras and fall-vision monitors so that the individual speaker could be seen as one of a group or in close-up on one of the monitors.

"Of course this isn't a new inea — they use this surt of method in hospitals and many other places—but I think it would be marvelous to use the technique in school too," he said. "In a subject like biology, for instance, it would be a particularly useful method if the Eacher were giving a demonstration in dissection. The whole class would be able to see the operation quite clearly without having to move from their seats.":



Filling the gap for A-V technicians



It took educators some time to realize that in the majority of cases, a short film or a few slides by way of illustration were worth an hour-and-a-half of explanations.

But once they *did* realize this, there was a sudden demand for people who knew how to produce films, overhead transparencies and tapes for educational purposes, and who knew how to operate and maintain equipment such as audio tape recorders and slide and film projectors. The audiovisual technician was born.

Today, they are working in almost all branches of industry; in hospitals, universities and in the field of education as a whole.

Some years ago, Maxwell Ward saw learning resources as one of the careers of the future. Now, he says, it is a career of today.

Mr. Ward is chairman of the Instructional Materials Centre at Rexdale's Humber College of Applied Arts and Technology just west of Toronto, and had been one of the chief campaigners for more extensive training courses for audio-visual technicians.

The campaign paid off, and less than two years ago the first students enrolled in the college's brand new technician course.

The I.M.C. is housed in the college's new north campus and though not in a permanent home, the centre is equipped with some of the most modern apparatus available. Some of it has been modified especially for use at the college by Mr. Maxwell and his staff.

The technicians' course lasts for a total of 28 months, and is a "cooperative" course. This means that students spend a certain amount of time at the college, in this case four months, alternating with the same amount of time out on the job.

"We have tried to make this course as extensive and practical as possible," said Mr. Maxwell, "because on graduation, some students may wish to specialize in just one aspect of the work. Perhaps it will be in television, films, photography, or some branch of recording."

The four, four-month periods (or semesters)

spent at the college have been carefully planned so that even on completion of the first semester a student will be capable of being a useful assistant.

During the first four months, the students learn how to operate the equipment . . . the intercom units, the lettering devices and the numerous types of projectors, radio receivers, and recorders.

The second period covers similar material, but study is in more detail. It also goes on to elaborate on subjects such as synchronization of sound to slide and film strips, and polarization and static motion. Additional studies take in communications in business and industry, graphic arts, and electronics.

By the time students begin the third period they should be familiar with how and why the equipment works. They really get down to the business of producing the materials





used by this equipment. During the fourth and final semester students are also given an opportunity to study any particular aspect of the course in greater detail.

"We are much more concerned with producing a few first-class technicians than flooding the market with a large number of second-rate workers," said Mr. Maxwell.

At the moment the number of students is restricted to 87. Only mature students or grade 12 graduates are eligible. Mr. Maxwell interviews each applicant personally.

"We haven't got the time to bother with people who aren't really interested, or who obviously are not the right type for this sort of work. I feel the right sort of personality is very important."

Before an applicant is accepted, he is given a list of all the books and equipment he will be required to buy at the beginning of each semester. "This will probably cost in the region of \$500, and though this might seem rather a lot, you have to remember that they are investing in the tools of their trade," Mr. Maxwell explained. "If they intend to become audio-visual technicians, it will be essential they have cameras, light meters, tripods and all sorts of other gadgets."

Applicants are also required to sign a form stating they will not take a part-time job during the 28 months of the course.

"This definitely is not a nine-'til-five job," said Mr. Maxwell. "So far, we have had no problems whatsoever getting jobs for the students between semesters, but no employer wants a technician who has to leave work promptly in order to go to another job.

"So often there are rushed or unexpected things to do. A teacher might suddenly decide he wants some special transparencies



for a lecture first thing next morning, or there are projectors to set up and operate during an evening class."

Though the centre will not guarantee a permanent position for all graduates, it promises to help as many as possible.

Right now, a number of students have been assigned to the centre itself between semesters.

Besides the actual facilities for teaching technicians, the centre has a large resource library and is responsible for anything audio-visual throughout Humber College. To ensure that all equipment runs as efficiently as possible, Mr. Maxwell has people based in each of the other campuses.

Equipment at the centre includes a firstclass television section, with two studios, where students learn every aspect of working with this media, from actual filming and using the modern cameras, to sound recording and monitoring.

Regular television programs are often recorded and then broadcast as required. A special system has been devised whereby selected programs can be automatically recorded.

Facilities for producing overhead transparencies, filmstrips, charts, signs, and graphs are all available and very much in use.

Another feature of the course is the language laboratory, and part of the technicians' training includes learning language laboratory procedures. Mr. Maxwell insists that students learn a second language, of their choice, during the course.

The walls in Mr. Maxwell's office are covered with an array of photographs, examples of lettering and printing, and pictures showing how the various aides are produced.

"I keep these here as a reminder to anyone who comes into my office that this is the standard I expect of them; and that by the time they leave Humber College they will be able to do all of these things... and do them well."



Chatham's by Jane Nugent lively library

There were almost 30 of them. They trouped into the library, some of them carrying books under their arms, and all of them trying hard to be quiet, though when you are only seven that is rather difficult.

It looked as though there might be a problem when they started to find chairs, because the resource centre at the Queen Mary Public School, Chatham, is definitely on the small side.

But after some whispering and giggling, they were all seated and waiting eagerly for the librarian, Shirley Sanford, to begin a story about the selfish giant.

"As you can see we are crowded even now, and these are just the little ones from grade 2," said Mrs. Sanford. "It's almost impossible to move in here when there's a class of 30 older children."

Queen Mary School is an old school, but even so the rooms which house the centre were designed specifically for that purpose. However, it does not seem to be quite the ideal spot. To begin with, it's right at the back of the school and in the basement; and to make matters worse, it is immediately under the gymnasium which is fine, once you get used to the continuous thumping and bumping overhead.

Despite these rather difficult and overcrowded conditions, the library is one of the most frequented parts of the school, mainly due to the efficient housekeeping of Mrs. Sanford.

"Mrs. Sanford has done a wonderful job," said the school principal, Donald Braddon. "When she came here about three years ago, there had previously been only a parttime librarian; so there was a tremendous amount to do to get the place in proper working order."

In the time she has been at the school, the book collection has doubled to more than 4,000 books, and the once scant library of records, slides and films has been extended both in size and subject matter.

For Mrs. Sanford, the library was something new. She had taught for a number of years, working with every grade from 1 to



13, as well as being a physical education instructor for a time.

"I didn't know the first thing about running a library," she admitted, "but I thought it would be interesting and as I always enjoy a challenge, I took summer school courses and read everything I could about running a resource centre."

She believes very strongly that a learning resource centre should be accessible. At Queen Mary, the centre is open every school day from 8:40 a.m. until 4:30 p.m., and though the younger children are required to come as a class with their teacher, the older students can come and go as they please.

"I know that a lot of libraries are very strict about not allowing children to even touch some of the equipment," said Mrs. Sanford, "but here we let the children take books, records, slides and even slide projectors, home with them. I'm sure that by trusting children, they become more responsible - because not one item has come back even slightly damaged."

She also feels that easy access to the library encourages the children to develop a natural interest in books and reading at an early age. "Grades 1 and 2 love coming to the centre," she said. "Normally we begin either with my reading them a story, or by playing a story record and showing illustrative slides at the same time. After this they are allowed to choose books to read in their breaks or to take home. But I think the greatest thrill is being chosen to listen

to a record through the headphones." (There are four sets of headphones, and each week the children take turns listening to music or a story, while the rest of the class is selecting books.)

Mrs. Sanford strives to make the library an interesting place to visit. There is always some sort of display, usually set up by students from grade 7 or 8, and a special feature named "Book of the Day." In this instance there were two current favorites. John Steinbeck's The Red Pony, and Krumgold's Onion John.

She regularly gives book review talks, and says she has proved for herself that advertising does pay, because the reviewed book is always in great demand for the rest of the week.

Five of the older students regularly help her, sometimes during their lunch break. or stay after school sorting and filing returned and new books. This gives her a few moments to prepare for the following day's classes. Even so there is not enough time for everything. She makes the overhead slides at home in her spare time.

This year Mrs. Sanford plans to buy more than 600 new books. The rest of her budget is going to be devoted to other learning resources, such as slides, film strips and records.

"More and more teachers are requesting this type of material," she said. "I must admit, I'm in a very interesting position, because I can actually see teaching methods changing right before my eyes."

Audiovisual face-lift for an abandoned school





For nine years, an abandoned 40-year-old school house was nothing more than a coal bin and a few empty classrooms.

Now, the old school has been given a new lease on life by the Timmins District Roman Catholic Separate School Board. It has transformed it into a modern multi-media centre and the once deserted classrooms hold a professional library, a teachers' workshop and an educational television system, the first of its kind in Canada designed for elementary school students.

"The teachers and pupils have cameras at their disposal for use in their classrooms, or in the studio at the Multi-Media Centre," said Jean Léveillé, superintendent of the school board. "Many of the teachers have already participated in an educational television workshop, and have personal experience in the production of programs."

The television system contains seven videotape recorders. One is used to tape programs from the two local commercial channels, and the six others transmit pre-recorded programs simultaneously to the schools, on six different channels.

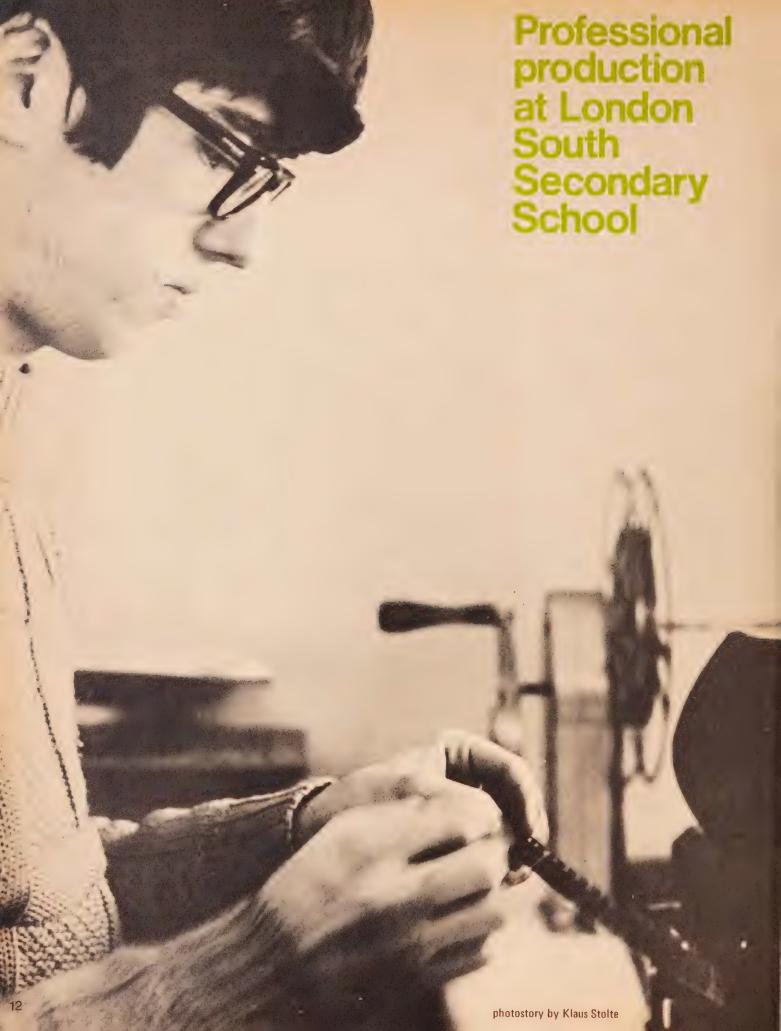


Close to 900 programs have been catalogued, and are available to the schools. With the recent addition of a telecine chain, the centre can now transmit 16 mm. films, filmstrips, and slides.

Each of the 222 classrooms in the board's 21 schools has a 23-inch television receiver attached to a wall or ceiling. A dish antenna has been installed on a tower beside each school, and the transmitting antenna is mounted on a 250-foot tower near the Centre.

A direct-line telephone connects each school to the Centre, enabling teachers to request any available program to supplement their lessons, and to preview programs while preparing their lessons.

The Timmins teachers also may visit the Centre to use any of the 4,000 volumes, filmstrips, transparencies and records in the library, the workshop's overhead projectors and previewers, and supplies such as construction paper, bristol board, printing and painting equipment for producing their own stencils, flashcards and decorations.



Fraser Boa's 40 film arts students made a few mistakes while producing a 16 millimeter film on shoplifting for the London Chamber of Commerce last year.

But they are confident they won't repeat them in this year's undertaking — a 25-minute color film on London's urban planning, commissioned by the London City Council. Although in existence just since 1967, the film arts department at South Secondary School, in London, is almost a professional production unit.

Mr. Boa, who heads South Secondary's film arts department, has completely abandoned the Socratic method of teaching. "By asking students questions, and getting answers, the teacher learns, not the student," he said, paraphrasing what he learned at a film-making course he attended in Los Angeles in 1967. "The instructor told us, 'don't ask questions, answer them."

The University of California instructor would stand by passively, Mr. Boa related, while his students struggled to set up shots, load the camera, and then use the wrong exposure and ruin expensive film.

Later, in answer to the student's exasperated cries of "Why didn't you tell me," the instructor would shrug, "You didn't ask me." He spent the rest of the course answering salvos of questions.

Mr. Boa has used the same approach in teaching his students to make films. He stands around like a living encyclopedia on film making, not offering any information unless asked.

The only way his students are going to learn anything, other than by the frustrating trial and error method, is by becoming inquisitive.

Fraser Boa was an actor in British television for four years and later worked for the CBC and independent Canadian filmmakers before joining South Secondary as an English teacher.

In 1967, he persuaded the London Board of Education to pay half the cost of his eightweek filmmaking course at UCLA. The other half was financed by a Canada Council grant.

After his return, he built up his film arts department, gradually accumulating the equipment needed. Today his department has four 16 mm. cameras, 16 mm. sound cameras, a sound camera for lip synchronization, and sound facilities for recording mixing and transfer. One of the school's classrooms is being converted into a studio, complete with cutting rooms.

The film on London will outline the city's future growth. "Unlike Metropolitan Toronto, London doesn't want to grow. In fact the city is discouraging industry to locate here," Mr. Boa explained.

London doesn't have to find solutions to

problems brought about by previous mistakes. Instead, Mr. Boa said, London now has a choice in where it wants to go. Consequently, it can strive to avoid the problems of overcrowding, traffic jams, pollution, suburbia, and de-humanization of city life.

"The idea of the film is that a city is not a physical entity; it is people, and therefore planning should aim to fulfill the people's needs," Mr. Boa said.

The idea of portraying the city's future development plans through the medium of film emerged from the city's planning board, of which Bob Mann, South Secondary School principal, is the chairman.

Once it had been decided that his film arts department should make the film, the teacher left the rest up to his students who are now preparing it under the leadership of Pat Flanagan, producer; Jeff Patterson, director; cameraman, Chris Aikenhead; and Kirtley Jarvis, sound technician.

"We've been to see the planning board three or four times while preparing the film outline and the script," said Chris Aikenhead. "The next step is the final approval of the script."

It is this kind of liaison with the city officials that has probably acted as the major learning stimulus for the students. "We are coming in contact with all these people at city hall," said director Jeff Patterson. "That way we're learning a lot about how a city government operates."

In addition to all the other advantages of filmmaking as an instrument of learning, in London it has also helped to bridge that generation gap. "The students have had fantastic co operation from city officials, businessmen, from everybody," Mr. Boa said. "It's absolutely amazing how many doors they can open — left to themselves."

"We're certainly learning how to buttonhole people," added producer Pat Flanagan. "We're getting a lot more insight into city government than one would from reading the newspapers."

"I think it's a good method of gaining self confidence. Researching this film, we have to meet a lot of important people," said Jeff Patterson.

In addition to this structured filmmaking venture, which requires detailed research, scripting, and production, Mr. Boa's 40 students are making their own movies, ranging in length from three to eight minutes. "In those cases, they don't use scripts. These individual films are very personal statements, highly imaginative." But it is the big film project, Mr. Boa says, which takes his students right out of the school "and into the community".

Although highly involved in filmmaking, only one of the "production crew" has any ambitions in film after graduation. Only

cameraman Chris Aikenhead is toying with the idea of going into a film arts program at university. "But I don't want to make film a full-time job, just a spare time occupation."

Pat Flanagan sees city planning and urban geography as his future field, while director Jeff Patterson leans towards engineering. "The one thing, though, I would really like to do, is work for Walt Disney Productions, because they combine fantasy with engineering," he added wistfully.

In order to give other London schools access to his school's equipment, Mr. Boa last summer conducted a course on filmmaking for teachers. As a result, some of the schools are now beginning to develop a film arts program of their own.

However, the greatest interest in film as a learning aid is generated within his own school, where other departments, notably chemistry and biology, are beginning to make use of the education potential of film.

One project in the planning stage is a film on the Canadian Pacific railway by and for the history department, which would entail a trip across Canada. Pierre Berton, author of a history of the CPR, has promised his cooperation.





If you can't make a film, how about a commercial?

by Louise Rachlis



Teachers who want to use film in their classrooms do not need a Hollywood-style budget.

"You can do a great little film program with a \$4.75 Super 8 roll of film," says Bill Mitchell, assistant superintendent for English with the Department of Education. "Each group of students can do a 30-second commercial... Or can work in a related visual medium, perhaps making a montage from magazines, at no cost at all."

Students can cut out pictures and re-arrange them to create a mood or tell a story. They can do experiments in layout, or visit a supermarket to see how goods are displayed. They can explore the color, composition and lighting of still photographs, and they can take photographs and slides themselves.

At Etobicoke's Lambton Kingsway Public School, teacher Wayne Cook's grade 8 class is working on animation. It's all part of the wide world of visual materials as an aid to learning.

"Films are to learn through, not about," Mr. Mitchell stresses. "Through films, students learn to perceive the world."

Bill Mitchell recalls when he started thinking about film eight years ago. "There was no money allowed for film at all — you began by asking if one of the students had a camera." It's still difficult to make a class film with only one camera available, and so he describes one of the easiest ways for a teacher to go about it.

First, he advises, divide the class into four groups, and ask each group to present its ideas for the proposed film. Then, show them how to "script" their ideas on a story board (an arrangement of still photographs) and vote on the best presentation. Next, with the students' help, choose which members of the class will direct the film, handle the camera, edit, and perform the mechanics of production.

After the script has been selected, Mr.



Mitchell suggests that the filming continue as an extra-curricular activity. That way, the teacher can carry on with regular lessons, and the "film crew" is free to bring friends and classmates along for the filming. The class can discuss the processed film during school hours, and then the tedious job of editing can be done after school.

But there are other ways to use film besides making one, and Mr. Mitchell believes there isn't one school board in Ontario not doing something with film and media. Documentary movies and historical feature films can perk up a history class and stimulate discussion; in language and literature classes, students can look at characterization, conflict, and theme through film. However, Mr. Mitchell points out that "a one-to-one corelation between film and literature is not recommended; both are art forms in their own right, and operate on principles that are often quite foreign to each other." Feature films are sold by several film distributors, or they can be rented - often at a lower rate if many films are rented from the same company. Sometimes showings can be arranged at local commercial theatres. which are often unused during the day.

As for the teacher who still feels ill at ease with film, Bill Mitchell quotes Edmund Burke: "'Never change a certain good for a problematical perfect." To teachers who don't use film, and stick to traditional teaching but do it well, I say don't change."

However, many teachers are enthusiastically learning about film through the Department of Education's summer course at Elliot Lake, first offered last year, and from the 17 program consultants for "learning materials" in the regional offices.

Running this year from July 5 to 23, the summer course will begin with a look at the "old-fashioned" musical style of Funny Girl, compared with the more current musical genre of Gimme Shelter.

The course will delve beyond films, deep into the topic of learning materials. "We're emphasizing the human base. People interacting with people is a learning material." For instance, it will look at the problems of fluorescent lights. As Mr. Mitchell explained: "We do nothing meaningful with fluorescent lights. Can you imagine a restaurant with them? But put tiny colored gels over the lights, and you have a more human atmosphere. That's a learning material — it promotes learning."

The first day of the summer course is an important one. "There are always people afraid of the projector," Mr. Mitchell says. "They just can't thread it. So I hand them a screwdriver and ask them to take it apart and put it back together. They quickly come to see how ridiculous it is to fear a simple machine."

Trecent & Trelevant

Calendar for Learning

The School Year Calendar for 1970-71, produced by News and Information Services of the Department of Education, has proven to be a useful learning material for Don McGugan, a social studies program consultant in the Department's regional office in Sudbury.

The calendar depicts dates in various numbering systems, ancient and modern, using a different system for each month.

As a learning material, the Mayan numbering system used for "April", for example, can be introduced to grade 6 by dividing students into groups of four or five, and asking each group to devise 20 symbols which will stand for numbers.

Each group then puts its system on the

board, and when all lists have been published, defends its system under criticism from the rest of the room.

When all lists have been discussed, the groups reform and revise their system.

"Now," says Mr. McGugan, "you can have the lists re-published, criticized and one system for the room can be decided upon ... Your class will be ready to examine the Mayan system and reach conclusions about how it was constructed; its merits and defects."

He suggests that the exercise be followed up with a display of numbering systems such as Braille or the Binary system, also used in the calendar.

Newspaper in the classroom

Assistant principal Xavier Norohna of St. Denis Separate School, St. Catharines, has used the daily newspaper combined with the tape recorder in his classroom.

He divided his grade 6 class into groups of six, and provided them with a tape recorder, headsets, copies of the *St. Catharines*Standard, paper, pens and dictionaries.

While the tape recorder played a series of questions on passages from the newspaper, the children were given such problems as: List five words from the article and underline the suffixes . . . List three compound words . . . Select a different title for the

story. Between pauses in the tape, they wrote out their answers.

From the same edition of the newspaper, Mr. Noronha was able to incorporate other disciplines. From an employment advertisement, pupils wrote out job applications and addressed the envelopes. They drew temperature graphs from the information under "Weather", and prepared "a budget for a family of three" according to an advertisement containing a price list. Articles in the newspaper provided background material on topics as varied as pollution and Agatha Christie.

Up-to-date with film

Richard Lieterman, a freelance cameraman with Allan King Associates in Toronto, spent two days talking to students of Sheridan College of Applied Arts and Technology on documentary film-making and the operation and function of his camera.

In preparation for his visit, students throughout the college had pre-showings of the films *A Married Couple* and *Warrendale*, filmed by Mr. Lieterman.

Many more speakers are scheduled to visit Sheridan and talk to students about the film industry and technical aspects of film-making. Allan King, documentary film-maker and member of the Media Arts Advisory Committee at Sheridan, provides resources such as books, people and films as a contribution to the educational process at Sheridan College.

A musical summer

Teachers with special interest in music will have an opportunity to travel at reasonable rates to Hungary and Austria this summer to study in some of Europe's most famous musical cities.

A course in music education will be given under the *Kodaly System* in Esztergom, Hungary. A *Bartok* seminar for piano, violin, quartette, and conducting will take place at the Academy of Music in Budapest,

and Kodaly and Bartok courses will be combined in a journey covering both cities and Vienna.

All courses will be given in English, and teachers may choose such extra activities as a concert-going tour of Austria and Hungary and seaside trips to Yugoslavia and Romania. Details are available from Performing Arts in Canada magazine, 49 Wellington Street East, Toronto.

Prite-in

To The Editor:

A prominent critic of education hypothesizes that a child's education is interrupted by formal schooling. After deliberating on this statement, I have concluded that this is a truism. In this article, I will explore one method of bridging the gap created by the school.

All of our educational institutions have a great abundance of audio-visual materials. However, are educationalists utilizing these materials to their fullest capacity? Obviously, the answer to this question is an emphatic 'no'. How then, can a greater utilization of audio-visual materials be accomplished so that it would prove beneficial in closing the gap that the school has excavated? To answer this question, I propose that educationalists ask that changes be made in future audio-visual materials.

First, schools should be purchasing more super eight millimeter projectors and acquiring eight millimeter films with sound track. Eventually, this would result in a similarity between home and school equipment. With this similarity, new educational avenues would unfold for both areas. Secondly, educationalists must emphasize to the companies that produce audio-visual machines that there is a need to develop an economical and practical filmstrip projector for the home that could utilize current filmstrips in our schools. A comparable demand in filmloop projectors should also be made.

Once these alterations have been completed; a new field of obtaining information, relevant to both the world outside the classroom as well as inside, could be explored. Films and filmstrips could be taken home in the same manner as is done with library books.

Imagine the pride and joy, a child would have in showing his parents material which is related to what he is learning in school. Visualize the happiness that parents would obtain by sharing and assisting in their child's learning process.

This whole idea could have a spiralling effect as pupils become more and more involved in film making. Permanent collections for the schools' resource centres could be made which would provide many worthwhile hours of enjoyment for students (present and future) and parents. Productions made at school could be taken home and vice versa. There would be a binding element between them and not the alienation that is so present today.

All of these things could be so easily accomplished if we, as educationalists, demanded that a continuity be made between audio-visual materials and machines inside and outside the classroom.

What other areas could also be incorporated in our environment? Surely, games and toys merit further exploration.

Walter V. Masanovich, William G. Davis Public School, Windsor, Ontario.

new dimensions

×2///





new dimensions May 1971 Volume 5, Number 11

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407



Editor, Louise Rachlis Assistant editor, Jane Nugent Produced for teachers and others interested in education throughout Ontario, by News and Information Services. Director of Information, Arnold Bruner, Assistant Director, John Gillies. Design consultant, Bernard Cullen

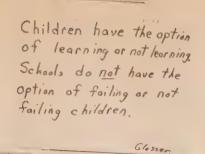
Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315

Guidance and . . .

girls	4
overweight students	5
the "middle" school	6
the student-run program	7
the inmate	8
marriage	10
total involvement .	11
the colleges of applied arts and technology .	12
the inner city school	14
Recent and Relevant	16

The "pre-crisis" guidance room at Blake Street Public School in Toronto. See story page 14.



School

Counselor

The emotional climate of the classroom is one of the most significant factors in the personal and academic development of the papil.

Mass education which loses sight of the individual and his development is not effective in producing either academic growth or total development.

Children have enough failure experiences without having the school construct more of them.

"We often speak of guidance counselling as a high-risk profession," says R. C. Fobert, assistant superintendent for guidance, Curriculum Branch of the Department of Education, "because you just can't be right. If we're really working towards helping a student make his own decisions, he will wonder 'what has the counsellor done for me?' because the counsellor will not decide for him. Unlike anyone else in the school program, the counsellor cannot take his class and say 'look what we've done'. His role is not easily recognized."

Guidance should be the concern of all teachers, Mr. Fobert stresses, "since all teachers must be guidance workers — not counsellors. That's something else. But they must be willing and prepared to talk to students and be able to recognize problems."

However, the trend in formal counselling is towards more qualified counsellors, and certification by university graduate-level courses. The University of Western Ontario has just begun a Master's program in guidance, the third in Ontario. About 1400 teachers have already received Specialist Certificates in guidance, either as graduates of the four-part program until recently offered by the Department, or of approved Master's degree programs in counselling. Effective this summer, the Department of Education's guidance courses will be transferred to the colleges of education.

The Department's 10 program consultants in guidance are emphasizing in-service training, Mr. Fobert said, "because so much has happened lately that updating is needed to acquire new approaches and knowledge."

For example, in the Department of Education's northwestern region, a year-round professional development guidance program is being run by guidance associations in the area. The Northwestern Ontario School Counsellors' Association comprises all elementary and secondary school counsellors from Kenora to Manitouwadge, a distance of 600 miles.

In addition, monthly meetings are held by the Kenora Guidance Counsellor Association and the Thunder Bay Counsellor Associations to improve communication between elementary and secondary school counsellors. Counsellors with the Lake Superior Board of Education also hold scheduled sessions to improve guidance services in schools under their jurisdiction, which includes Manitouwadge, Marathon, Terrace Bay, and Schreiber.

New approaches to guidance range from group counselling for grade 3 at Scottlea School, St. Catharines, to an experimental grade 13 option on "Participation in Elementary Education" at Port Colborne High School. This issue of New Dimensions examines some of the ways guidance has been adapted to Ontario schools.

The special goals of guidance for girls

Even in these days of enlightenment and progress, many girls still believe that a career is strictly for a man, and that as soon as they leave school they will be swept off their feet by a handsome prince charming, have a luxurious house in the suburbs, a couple of beautiful, perfectly behaved children, and live happily ever after.

"But let's face it, life isn't like that," said Barbara Shields, education officer with the Ontario Department of Labour's Women's Bureau. "They simply refuse to believe that even if they do get married fairly early, they are quite likely to work for between 20 and 25 years.

"They might work for three or four years before they get married, and return to work, either for financial reasons, or for want of something to occupy them, once the children are grown up. And if this is when they are 40 or 45, it could well mean another 15 or 20 years of work."

Jean Morris, who is head of guidance at Barrie's Eastview Secondary School, says she also finds that girls who are interested in a career are definitely an exception rather than a rule.

"They think of work as a stop gap," she said, "just until the right person comes along, and consequently, have very little ambition. For instance, they might think about becoming a nurse but it would never cross their minds to want to become a doctor instead."

Both Miss Shields and Mrs. Morris say it is a question of education and though it is difficult, the Women's Bureau is taking definite steps to change girls' attitudes towards work.

Miss Shields said it really began about three years ago when the bureau suddenly found itself under pressure to help the increasing number of mature women who wanted to get back into the labour force.

"During the first year we introduced what was basically a research project," said Miss Shields. "One of the things we observed about this group of women was that in many cases they had originally made poor vocational choices. Often their choice has been

based on what was socially acceptable rather than what they were suited for. They had become clerks, typists or receptionists for instance, because this was the type of job a woman was expected to do, even though she might find it dull and boring."

So the bureau decided to tackle this problem on a large scale. It was no good concentrating on the 40-year-olds; they must try and change the attitudes of girls while they were still at school.

Miss Shields said the bureau produced a Career Selector, containing six books, each of which was devoted to a different occupational grouping. For example, a girl might wish to work in a hospital but have no interest in nursing. One of the booklets entitled "Health and Paramedical" contains detailed information about training and opportunities within a hospital. So a girl might decide to become a pharmacist, a physiotherapist or even a dietician.

"The idea was that a girl could consult the Career Selector with merely a germ of an idea about what she wanted to do, and would instantly see how many other occupations were open to her in the same field," Miss Shields said.

"We also decided that in the new literature, the pronoun "she" should be stressed. Until we started issuing books and pamphlets aimed particularly at women, all vocational information used the pronoun "he." Psychologically, this had a negative effect on the girls. Automatically they assumed that a lawyer or an engineer had to be a man."

In due course the *Career Selector* was circulated to schools throughout the province and a very conscious effort was made to persuade the girls that there were far more opportunities open to them than they had ever dreamed of.

To a large extent this advertising paid off, and Miss Shields learned from guidance counsellors that some girls read virtually the same information twice, but once the word "she" was used, it was seen through fresh eyes. A typical comment was, "I didn't know there were so many things a girl can do."

The bureau has also produced another pamphlet which is entitled "You're a what?"

"Again, we are trying to reach the teenage girls, those between the age of 14 and 18," commented Miss Shields.

"It is difficult at that age though, because they think almost exclusively about boys, clothes and cosmetics, and our problem was how to break through this preoccupation and grasp their interest. We decided people are always interested in people; so in these pamphlets we featured girls who have unusual jobs.

"We have been very careful to select girls who are attractive and still young enough for the teenager to be able to relate to them. Another pre-requisite was choosing girls who obviously enjoyed their work."

To date three "You're a what?" pamphlets are available. One is devoted to girls working in the field of science and technology, another to health and paramedical and a third which is general, features a forester, a government expenditure analyst, a flying instructor and a town planner, to mention a few.

Miss Shields feels that inevitably the equal employment legislation is going to make a great deal of difference to women.

"Now we have become a merit employment province, employers must look for the best person to do a job, regardless of sex," she commented. "They cannot discriminate."

She added that the legislation would work both ways and one would begin to find men in jobs previously considered womens property. "We are going to see a kind of levelling off and a lot of the rigid psychological barriers will gradually be broken down."

But, she said there was still much to be done, and the "old hide-bound tradition" that certain jobs are for men and certain jobs are for women would not be broken down over night, legislation or no legislation.

Miss Shields, whose wide experience as a career woman seems to make her eminently suited for her job as education officer, began as a social worker, wrote commercials for television, went into business and industry and worked in public relations.

She said that it all comes down to educating the next generation. Family and home influences are probably the most important factor when it comes to a girl's attitude towards work and marriage, and so it is hoped that the bureau's efforts, which might not pay off on a vast scale with today's teenagers, will become evident when today's teenagers are parents themselves.

As Mrs. Morris commented: "It's such a pity, because a girl who holds down an interesting job has the best of all possible worlds."

Tackling a weighty problem at Beaver Brae

by Jane Nugent



Betty Anderson had a problem. There were a handful of girls at the Beaver Brae Secondary School, Kenora, who were decidedly anti-social.

They lacked self-confidence, were withdrawn and sullen and would not take part in any social activities. Their posture and grooming left much to be desired and they literally seemed out of step with the rest of the school.

The girls all had one thing in common — they were overweight.

Most of them discussed the problem with Mrs. Anderson, the school's guidance counsellor, but she says they really hit on the solution themselves. All she had to do was start the ball rolling and act as a resource person.

The program began last September when the girls formed the Chubby Chicks weightwatching club.

The girls decided their most important objective was integration with the rest of the class. To do this they would have to develop self-confidence and acquire at least a few of the social graces. And if they could solve their weight problems, they were well on the way to success.

Before the club got underway, Mrs. Anderson insisted the "chicks" have a medical check-up and get full approval from their doctors.

"In all cases the doctors agreed to the club," said Mrs. Anderson, "for there's no doubt these girls were definitely overweight, mostly in the 160 to 200 pound group."

Diets were suggested, but the girls were cautioned not to rush things, but to try and lose weight slowly, preferably at the rate of between five and ten pounds per month.

The next stage was to get the co of other school departments. The physical education department evolved a special series of exercises for firming-up and toning the muscles, while the home education department donated a book on calories and how to get the most out of food.

For four of the Chubby Chicks the program was a great success. But in other instances, particularly where they had not lost as much weight as they hoped, the girls got discouraged and depressed.

Mrs. Anderson outlined one successful instance: "One chick weighed about 200 pounds when she joined the club, and was wearing a size 20 dress. To date she has lost 30 pounds and is wearing size 16. Of course she still has a long way to go, but she is a different person. She is taking an interest in herself and in her clothes. She no longer slouches and she is looking happier and fitter than I can ever remember."

The weekly meetings have gradually become something of a social occasion, and what began as a self criticism and solution session, now means trips to a theatre or a hockey game, while Mrs. Anderson arranges for people to come in and talk about fashion, grooming or hairstyling.

"There are about six regular members of the club," said Mrs. Anderson, "though there are quite a few others who come along when there is something of particular interest."

She said they do not advertise the club because some of the girls are still a little self-conscious.

"Of course not everyone who is overweight feels self-conscious about it," Mrs. Anderson grinned. "And there are quite a number of girls in lower grades (Chubby Chicks consists mostly of girls from grades 10 to 13), who would benefit from a weight-watching course. The thing is to get them to admit to themselves they are overweight. When that happens the battle is almost won."

Etobicoke guidance

for the students

It takes the girls a while longer to get going during group guidance sessions, but once they do, says guidance counsellor Charles Haller, they get into it deeper than the boys.

Mr. Haller, as guidance specialist at Norseman Middle School, is a full-time guidance worker in Etobicoke. "I'm approaching the subject slightly differently from high school guidance," he says. "My major emphasis is on the children themselves, their personality conflicts and emotions."

As well as running group discussions, he meets with children who come to him on their own or are referred by teachers. At times, he and the principal, William Curnoe, decide on their own that they should see a particular child. He also contacts parents, and they have called him, usually about academic matters.

"The more I am at this, the more I am convinced that the counsellor is a catalyst," he says. "You have to have the support of the teachers, the support of the parents, and the support of the principal. The teacher is really the front line of guidance."

His group discussions bring together a maximum of seven children to talk about anything they wish, often problems relating to fellow students, their parents and their home. "It's using the influence of the peer to influence the child."

He is also kept busy working with teachers on pupil management, dealing with behavioral problems, and arranging remedial work for pupils. The Etobicoke board provides diagnostic testing, and then Mr. Haller discusses with the tester and the child's

teacher what should be recommended. "One of the basic problems of a counsellor is time — there isn't enough of it. So very often guidance is a long term thing, where the change is gradual. And let's face it, sometimes there is no change at all.

"Something that has to be realized," he says, "is that the guidance person is not an administrator. It's extremely difficult to wear two hats. To me personally, guidance is a calling, like the ministry. You have to become totally involved with the child."

When Mr. Haller ran a survey to see how the guidance service had helped Norseman's 23 teachers, he received a variety of responses. Some teachers reported that guidance had provided a liaison between themselves and special services at the board office. Some suggested that alternate class management methods created a better understanding of problems faced by students, provided another person to whom the teacher could relate when concerned about student problems, and helped in setting up study schedules and options for pupils.

From students who took part in the survey, he received comments such as the following:

"It gave me a chance to talk more freely about things that I would not discuss in class even in a discussion period."

"It helped me to know myself better."

"It made me decide to finish school, rather than drop out as soon as I was 16."

"It helped me to understand some teachers and their viewpoint."

"It was better than my other school which had no guidance." \Box



Charles Haller





by the students

At Alderwood Collegiate, the guidance counsellors counsel, but the students run the guidance program.

Trips to out-of-town universities, parent-teacher nights, orientation for grade 8's, and an "employment agency", are all organized by the students. They also put out a newspaper every three weeks, giving the latest "guidance" news such as changes in university admission requirements. In addition, the PA system announcements are prepared in the guidance office and "broadcast" in the format of a radio program.

"A lot of people in guidance won't take that risk," says guidance counsellor Joseph Moher, "but I've never been disappointed by the type of job done by the students."

Based on the theme of "I am my brother's keeper", the student-centred guidance program was started a few years ago at Alderwood by Bob Cairns, now program consultant for guidance in the Department of Education's Eastern Ontario Regional Office. When Mr. Cairns left, Joe Moher enthusiastically took over.

"There are very few things the students can't do when the school is involved," Mr. Moher said. "It's the same as sports or drama—it gives their study a purpose.

"I try very hard to be sure I get all types of students involved, including some who don't care much for guidance counsellors. Guidance has to be an ordinary thing, done by ordinary people, not do-gooders."

Because he wants guidance to be understood as "part of the everyday life of the school", he dislikes the overlay or blocking method of providing guidance classes only when there is a test to be written. At Alderwood, guidance is taught to every grade 12 and grade 9 student on a six-day cycle. The grade 12's spend part of their time looking at the social scene through modern literature and music. Mr. Moher warns, "if guidance is boring, and often it is, it works against you."



Besides Mr. Moher, who holds a Master of Education degree from OISE, Alderwood's guidance staff consists of counsellors Barb Johnson and Mac Youngs, who work full time, and Bernie Coyle who splits his time between chemistry and guidance.

Whenever there is a task to be done the guidance office is filled with volunteers. "Kids really like to do things, but you have to give them the responsibility."

The employment agency is run by Blaine Allen, a grade 12 boy who took it upon himself to advertise the school as a "fund of part-time help". With the assistance of two typing classes, Blaine sends out letters asking for jobs.

Under Alderwood's student-run tutoring system, two lists of names are compiled during the school year — one of student volunteers with marks over 70 per cent, and one of students having difficulty. The student wishing tutoring is given a tutor's telephone number, and the two get together at an agreed time. Fifty pairs have been matched up this year. Sometimes the pairs provide mutual help. One example was the case of a Chinese student, being tutored in English and literature, giving his tutor help in mathematics and science.

Mr. Moher takes guidance to the students, rather than wait for them to walk into his office. He often joins them for lunch or cards, and also coaches a school football team.

To classroom teachers, he advises, "if a student comes to you with a problem, that's a real compliment. Don't pass the buck to guidance. You must have confidence."

Occupational insights in Orangeville





More than 50 members of the Orangeville business community, each representing a different occupation, congregated in Orangeville District High School recently to give students an insight into what may await them after graduation.

Career Day was organized by the Dufferin County Board of Education with a two-fold purpose — to give students a chance to talk to community business representatives, and to give the school an opportunity to communicate with the business world so that it could include business and related information in its curriculum.

Preparations for Career Day began with students from grades 11, 12 and 13 being given a choice of four areas of interest which covered 90 possible vocations.

Following the survey, the choices were reduced to 54.

Four sessions were held with the 54 businessmen and vocational experts, ranging from airline pilot to butcher, from dentist to journalist. During lunch, students could chat with these representatives individually.

The day concluded with seminars attended by the business world representatives and teachers, who tackled such topics as how well students are equipped to meet the business world, and what value the businessman places on school marks, attendance, teacher recommendation and a student's appearance.



Higher by Carol Kotlarsky

education for inmates

For the first time in Canada, an Ontario community college and a federal penitentiary are working together to give inmates a full-time, post-secondary education leading to college certificates.

It began in 1969 when David Fairbairn, an instructor in the liberal arts department at Kingston's St. Lawrence College of Applied Arts and Technology, voluntarily held an evening class in oral and written communication at Collins Bay medium security penitentiary.

A full-time credit program of instruction began in September 1970, with 13 instructors from the college coming into Collins Bay to teach subjects in business administration and polytechnology to 30 inmates.

These two academic courses were immediately popular. Among more than 50 applicants, 26 were chosen for business administration and 16 for polytechnology. Because not enough of these men had the necessary high school education, the college agreed to lower entrance requirements to approximately the grade 9 level and to accept applicants as mature students from age 19 and up. The average age of the inmates at Collins Bay is 24.

Business administration includes accounting, economics, data processing, manufacturing, marketing, mathematics, communications, and introductory psychology. The primary goal is to prepare the inmate to become a computer programmer in a commercial environment. Two semesters of the six-semester course will be completed in May. When an inmate successfully completes all six semesters, he will be awarded a diploma in business administration with a major in data processing or one of the other fields. Each semester is approximately four months long.

Polytechnical subjects include mathematics, mechanics, physics and chemistry, elec-

tronics, and communications. This course trains technicians and technologists for certification as senior engineering technicians or engineering technologists. Practical experience is provided in communication, computers, measurements and industrial electronics. The technician course is four semesters and the technologist course is six

Mr. Fairbairn, who is involved in a number of activities at Collins Bay in addition to teaching, finds that on the average, the inmates have greater motivation and interest in their work than students at St. Lawrence College. Because of the strong motivation he finds that he can teach faster at the prison. He says he was surprised to see the high calibre of inmates' work. The fact that they have been given the opportunity to take the college courses, he believes, has made the difference

In his communications course, the teacher tries to develop in his students the skill to communicate more effectively through writing and speaking, and to get the men to relate to each other in small groups. In addition to the work he does at Collins Bay, Mr. Fairbairn teaches at Kingston security institution. "Inmates relate better to someone from outside the institution," Mr. Fairbairn says.

The staff at Collins Bay, which includes 14 vocational instructors, praise the St. Lawrence program. According to warden John Meers, who was the first vocational instructor in the Canadian Penitentiary Service, the inmates have shown far greater interest in the St. Lawrence courses than in the vocational courses offered by the institution.

St. Lawrence courses are also given at Joyceville Institution and Kingston Penitentiary, but not on a full-time basis. And for the first time last summer, a

Queens University course in political science was given to 22 inmates at Joyce wille. Of these, six obtained marks high enough to enable them to continue their studies at the university.

With four of the 35 federal penisentiarius located in a city that has a university, a teachers college, and a community college it is not surprising to see some of the most progressive developments in correctional education occurring here. Much of the cordifor this must go to the community—to students, businessmen, and teachers as well as churches, social groups, and various other socially oriented organizations.

Plans for more ambitious co-operation among these institutions and with the community are well underway. It is possible that in the near future, Collins Bay will be a centre for academic education for inmates from penitentiaries in the Kingston area. Under such an arrangement, all the men who would qualify for St. Lawrence courses would be transferred to Collins Bay.

Inmates also have an opportunity to leave prison on day parole to attend St. Lawring College or Queens University. When classes are over for the day, they return to prison. There is one exception to this. A new half way house for women, run by the Elizabeth Fry Society of Kingston, accommodates five inmates from the Prison for Women who work or go to school during the day and return to the half-way house in the evening.

Whether for credit or not, the variety of courses now being given in these institutions are providing stimulation for an increasing number of inmates. Drama, public speaking, painting, radio and television arts, and current affairs are some of the creative offerings that are changing the lives of the men and women behind prison walls.

Guidance counselling for marriage

by Klaus Stolte

Last year Windsor High School of Commerce exception, the general rule was that the had one all-girl grade 12 class with half of the 30 students engaged to be married, and the other half going steady.

The psychological tensions and pressures generated by these relationships tended to spill over into the classroom, and it was the job of David Wearne, head of counselling services, at the school, to solve the problem.

His solution consisted of what could be termed marriage counselling; splitting the class into small groups and meeting with them once a week for ten weeks.

"The girls wanted to have someone who was married and had children to conduct the group, so they chose me," said Mr. Wearne. He persuaded them to switch their attention from superficial features of their relationships, engagement rings for example, to their interior motives and desires.

"A lot of reasons and motives came up which didn't stand close scrutiny. One of the girls even broke her engagement off because of the sessions, and she developed into a 'grade A' student," Mr. Wearne said.

Because of the sessions, the girls became very discerning, he added, and this was further developed when they were given outside assignments, such as home-hunting and furniture shopping.

"That way they got to know their tastes and the tastes of their fiancés or boyfriends. In fact, the reason that one girl broke off her engagement was because she realized that her fiancé had no intention of getting an apartment and furniture. Instead he wanted them to live with his parents, and send the girl to work so that he could buy a new car. That revelation finally did it," Mr. Wearne explained.

The fiancés and boyfriends were invited to attend for one session, but apart from this

girls would not discuss problems revealed in the sessions with outside people.

Later in the sessions, Mr. Wearne introduced a married female teacher to give the girls the feminine side of marriage. The question of premarital sex was discussed, but the girls were referred to sources outside the school for advice on birth control.

"The whole idea was nothing more than responding to a need which arose because of the peculiar makeup of that class," Mr. Wearne said, "I don't know whether we will do it again this year.

He pointed out that counselling of such an intimate nature was unique and only a small part of his guidance program involving

One regular part of his program is preparing future graduates for the business world.



Students were asked to choose the job category they wanted most to work in after graduation.

Then for two weeks during April and May. 250 grade 12 students at Windsor Commercial are going out to work in the job of their choice. It lets them determine whether they would really be happy in that kind of working environment.

Discussing some of last year's results, Mr. Wearne said: "Some of them changed their minds afterwards; others sometimes go back to the company they visited. We had one girl last year who didn't even come back to school. She stayed at the company and is still there today."

This year Mr. Wearne's guidance sessions are going to concentrate on preparing his students to fend for themselves in the market place as consumers.



Windsor High School of Commerce students use lemons in a group guidance session to project their visions of themselves onto objects.



Smithville's guidance, from table tennis to tutoring

To George Brooks, total involvement in guidance means "as many things as it takes to help a student get to know himself and his environment."

Mr. Brooks is guidance counsellor at Lincoln County's South Lincoln High School, in Smithville. Although there only one year, he has developed an impressive guidance program, which, combined with his easy accessibility, appears to have earned him a considerable amount of respect and trust from his students.

One obvious example of this phenomenon is the fact that during school breaks his guidance office is invaded by students who come either to consult him, or to plan some of the numerous extra-curricular activities Mr. Brooks has inspired.

"I think of myself as a catalyst," he says with a note of satisfaction. "That's what I think a guidance counsellor should be. Where there is a need, he should try to fulfil that need."

Marg Kennedy, a psychiatric social worker at McMaster University who recently visited the school, told the students they have a role in the community; that they ought to undertake community projects. After her departure, six students showed up in Mr. Brooks' office to ask "What can we do?" The result was a Saturday morning day-care centre, where about a dozen students look after and play with 30 or more pre-school children while their mothers do their weekly shopping.

South Lincoln High School is a small school of 400 students, which Mr. Brooks thinks is working in his favor. "You get to know the teachers and the students much faster and better." But South Lincoln presents other problems because the student body come from the surrounding rural area. "That means that it is very difficult to have any extra-curricular activities."

Mr. Brooks partially solved the problem by getting his principal to agree to one activity period a day, where for 42 minutes, students have a choice of playing chess, learning to

drive, pursuing the culinary arts or getting involved in a dramatic production. Table tennis is played in the hallways, and not infrequently one of the teachers matches his ping-pong skills against a student. Mr. Brooks likes to play the card game euchre with his students.

With the help of two instructors from McMaster University, he also organized a swim team, which once a week travels to nearby St. Catharines for swimming lessons. "Thirty students finished the program," Mr. Brooks comments happily. He also gets involved in organizing volleyball, hockey and other sports events for the students.

To help junior students with problems in math and science, a dozen senior students heeded Mr. Brooks' call for volunteers and are now tutoring other students.

"That's what I mean by being a catalyst. Getting things organized, getting things started." The senior students seem to have benefitted from their tutoring as much as the juniors. "Many came to me saying that they really enjoyed it.

"A question that is always in the back of my mind, is what problems did I face when I was their age. My mail box is stuffed with requests for interviews. I don't think it's an increase in personal problems, but rather they now feel they can trust me."

Mr. Brooks spent a short time in social work before he decided on teaching as his career. When he comes up against a problem beyond his scope he seeks the help of a local medical centre run by Dr. Arthur Comley, a medical doctor with training in psychology. Or Mr. Brooks refers his problem student to one of the many social welfare agencies in the area.

Total involvement in guidance also seems to require all the counsellor's time. In order to have a little more of it available for counselling, George Brooks "hired" one of the school's business and commerce students to do his typing and filing. "She learns that way, and I can concentrate more on the job I'm here to do."

College counselling in a changing world

by Harold J. Hoare, Supervisor, counselling services Cambrian College of Applied Arts and Technology



There are stenographers as well as students using the Counselling Centre of Cambrian College's North Bay Campus.

In the present complex world, adjustment and learning can no longer be left to chance. The counsellor must offer his help to the clerical, administrative and academic staffs, as well as to students and prospective students of the college. Counselling services must assume an increasing role in the life of the community college.

Counselling is evolving as an equal function to the more classical teaching function. However, where teaching deals with imparting objective or known material, counselling deals with personal learning of more subjective and largely unknown or unrecognized material.

What the counsellor will do in future remains largely dependent upon the speed and extent of change in our environment. For instance, the pollution issue alone may institute such gross changes in our way of life that counsellors may be forced into agents of change: to assist people in readapting to constantly changing situations. and reassessing vocational goals and retraining. On the other hand, the drug issue may demand that he direct his skills towards such diverse aspects as the meanings of life and clinical diagnosis of individuals. While we must attempt to predict the future role of the counsellor, we cannot do so with any degree of success without first bringing counselling up to date with the times.

The situation calls for something more than traditional education provides. Education as we know it is not the end-all of our worldly problems, which after all are based on our combined individual under-development and immaturity. That is why it is suggested that counselling be directed to the needs of the individual.

Counselling should help the individual to develop maturity, responsibility, and the ability to make his own decisions. At the present stage of our development, it should provide:

- Assistance with highly personal matters which interfere with adjustment
- Therapy for those with more serious psychological problems
- Assistance with academic decisions, such as change of course or program, withdrawal and other academic concerns
- Guidance in exploring vocational interests, aptitudes, and abilities through discussion, testing and use of an Occupational-Educational Information Library
- A Psychological Testing Service
- Laboratory facilities for remedial learning to upgrade students who have a long-term deficiency
- A self-analysis and developmental course for serious underachievers

- Study-skill program
- Preventative and mental health programs
- Advice on orientation programs
- A consultant function to all college staff on learning, interpersonal and psychological matters
- A contact with the students as they graduate and leave college (our Campus Placement is an integral component of counselling in part for this very purpose)

It is an individual matter whether the counsellor should teach academic subjects within his field. On the one hand it detracts from his performance as he becomes a person in authority, while on the other, it keeps him informed on the problems of the teacher and helps him to keep abreast of current literature in his field.

Counselling facilities at the North Bay Campus consist of a reception room with an educational-occupational library, a group testing/counselling and seminar room, a remedial learning laboratory, counsellor offices, and a specialized study area.

There are three counsellors chosen for the diversity of their backgrounds; a counselling psychologist, a rehabilitation counsellor, and a placement counsellor. A "three peas in a pod" approach is taken, so that sometimes all three counsellors end up working with an individual or group.

The methods in use may be roughly divided between individual and group counselling. Individual work is considered where the individual is involved with one or more counsellors or remedial specialists. Group work occurs where an individual can best be helped in the presence of others. Some examples in this area are therapy groups and sensitivity groups, but group work also extends to helping in general as well as in specific development.

Therefore, group work should also include topics related to studying efficiently, choosing a career, preparing for job interviews, understanding drugs and other pertinent topics of the times. From this, the counsellor hopes, not only to improve personal adjustment but also to improve human interaction, increase awareness and sensitivity to life, and encourage better social adjustment.

In short, these methods should be undertaken with a view to improving the college's capacity to teach and train its students, through the aim of better adjustment of each individual concerned in the total college population.

The counselling service should also attempt to assist the college administration and staff through consultation; recommending policy and programs on the basis of the counsellor's understanding of student needs and concerns. Counselling should also provide a

consultation service for the teaching faculty, in order to help them to understand and deal with problems arising with their students or with increasing efficiency within their class.

The individual services should be made available for any employee of the college, professional or otherwise.

Lastly, the counsellor should conduct testing programs and research to uncover information helpful in counselling students and planning educational programs.

We must ask whether the counselling services should be integrated into the academic and/or administrative spheres of the college. I would have to argue against this at the present time, because the work of the counsellor would be submerged in the process. The function of the counsellor is just emerging, and to meet the needs of our future generations it must be allowed to mature and assume its proper role. That role may well change, but change itself will be in the direction of assisting the individual in a student-centered way: Not in the classroom but in a totally new ungraded, individualized. and self-directed approach to learning . . . for the age of the individual is rapidly coming upon us.

Expanded counselling services will require a larger slice of the budget, with a larger and more highly trained staff. An immediate ratio of one counsellor to one hundred students is implied, with a view to a start in the direction of a true development of this most important educational element of the future.

To fulfill its developmental role and maintain its highly confidential nature, it is essential that this department of the college be autonomous and report directly to the highest administrative office in the college. To make it a part of student services is to imply that it is simply another information-dispensing or advice-giving administrative element. Such action detracts from the image of the counselling centre and, in the long run, is detrimental to the student, for he is led to perceive this service as a place of last resort rather than as a place where professional and expert help can be obtained in the most important facets of living.

However, to ask for autonomy at this stage is not to be interpreted as saying that the service should not be integrated into the college process. It is bound to be integrated on the basis of its helping, reaching-out and consultative nature. But at the same time it is autonomous in its own field to allow its staff to develop into a highly professional and esteemed group on the campus. Only in that way will students and staff alike perceive it with positive feelings.

CAATS captured on film

by Arnold Bruner

Young girls, hooded and midi-skirted, twirl and pose to the beat of a lively tune; a former auto worker, muffled against the cold in a red woolen hat, sets a few tons of heavy equipment in motion and moves the earth; an attractive young lady presses a button to set the tape reels of a computer a spin; a beefy man hacks a side of beef into equal parts; a girl makes a bed; a boy mixes a cocktail of colored water, and an explosion thuds against the eardrums and plumes the air of a mining site with smoke.

No, it's not a flight of imagination — but a sample of the cross section of activities covered in a new Department of Education film on the varied programs offered by Ontario's 20 Colleges of Applied Arts and Technology.

By this time, the 27½-minute feature is informing secondary school students throughout Ontario, in color, with the music and language of their own generation, that if they want a career involving the concoction of crabmeat salad or baked alaska, maintenance of the intricate instruments of machinery, or the art of film-making, television production or marketing, the opportunities are available at a community college.

Titled Students for a New Age, the film has no script, no narrator, but uses the voices of students enrolled in the colleges to tell its story. Even the theme music, a catchy folk-style number for guitar, was composed and performed especially for the production by a music student, 16-year-old Claudia Jean Headley of Sudbury.

Not only is the film being used as a guidance instrument by counsellors in the Department's 10 regions, and by college guidance counsellors, but it also served as a learning

laboratory for students at Conestoga College, Kitchener.

Conestoga and the Department's News and Information Services recognized the need for such a film almost simultaneously. With the participation of the Department's Applied Arts and Technology Branch, a professional film-maker from the CBC, Garth Price, was engaged to produce and direct the film.

It was Mr. Price's idea to use as much student help as possible, both as a learning device and as a method of keeping the production within its tight budget.

He seconded Frank Valert, an instructor in cameras at the college, as his cameraman, and together they chose their student crew.

Roland Piker, a second-year student in cinemotography, became assistant cameraman; Steve Shewchuck and Tiit Kao, third-year students in the same course, handled the sound and lighting.

Although they travelled to most of the campuses throughout the province, none of the colleges is identified in the film.

Of his student crew, Garth Price said: "They were nervous at first, probably about me, but after that they performed like professionals. They had a lot of good ideas."

As for Frank Valert: "He is the best cameraman I've worked with in a long time."

Guidance counsellors in secondary schools who wish to view *Students for a New Age* may contact the Department regional office. Inquiries concerning the purchase of prints should be directed to the editor, *New Dimensions*.

Letting out emotions in a constructive way

photostory by Louise Rachlis



Guidance counsellor Warren Harvey well remembers starting work at Blake Street Public School last September.

At 9:30 in the morning of his first day at the Toronto school, he met his first pupil — a grade 5 boy who threw a temper tantrum, and then some chairs.

This was followed by three more outbursts in the same week, but each time the boy was quickly hustled, in mid-tantrum, to Mr. Harvey's office.

"By allowing this to happen within my office — which fortunately had no furniture yet — I deprived the boy of an audience,





and the tantrum cooled down very quickly,"
Mr. Harvey related. "We could then try to
get to the purpose of his behavior. What I
attempt to do is look at a pupil's goal, and
try to find him better ways to achieve it."

Blake Street Public School is an 86-year-old inner-city school of just over 400 students. The school body will be moving to new and larger quarters this September.

As head of guidance, Mr. Harvey is confronted mainly with behavioral and foul language problems. "Some children are unable to express their emotions in a controlled way," he says. "But if you provide them with warmth and security in the classroom, you get fewer explosions."

In the case of the boy with the tantrums, Mr. Harvey and the pupil reached an agreement. "We bargained that if he felt it was going to happen, he'd come to me and talk the problem out, to decide what was causing the tension.

"This has been very successful. The boy has become the leader of the classroom, and he has managed to get attention in other ways. The temper tantrums were an attention-getting device because he felt insecure and threatened in a new classroom. He seems to be operating quite well now,



and I'm seeing him less frequently, just reinforcing his good behavior when I see him in the hall."

Although Mr. Harvey spends most of his time doing what he calls "crisis counselling", he is hoping to do more preventative work, in consultation with the teachers, before a crisis occurs. "I think the primary division is where the work has to be done," he says. "By the time a child is 10, his behavior patterns are pretty permanently fixed."



He took a year off from teaching last year to acquire his Master of Education degree in guidance and counselling at the Ontario Institute for Studies in Education. His personal counselling philosophy is basically to let the child talk about and solve his own problems. "As we solve problems, we become stronger."

Since February, he has been running a "pre-crisis room" in the school on an experimental basis. "One of the ideas behind the room," he explains, "is that if a teacher has a pupil who is in no state to do the academic work, he can come here... The child must meet his basic needs first. If he's hungry, or emotionally upset, there is no way that academic study can take place."

The walls of the pre-crisis room have been brightly decorated and painted by the students, and the room contains a sandbox, playing cards, play areas, and a doll house which children use to act out family situations. As many as 30 children visit the room in a day. A teacher, Judy Thornley, helps out in the room so that Mr. Harvey is free to visit other classes. After a child has "talked out" his problem, or used play to rid himself of his hyper-activity, he is sent back to his regular class.

The atmosphere at the school is goodnatured and casual. Principal John Bates wanted to get back in the classroom, so he took over a class for a few weeks. Parents are free to visit at any time, and they occasionally assist in the classroom. If a pupil is a few minutes late for school in the morning, nobody gets upset.

"You won't find children sitting in rows," Mr. Harvey points out. "We try to create a warm, creative environment and let the child operate freely in that environment. I think inner-city children expend a great deal of their energies defensively, attempting to protect their egos. They tend to have poor self-images and are easily threatened because of this.

"We try to get a child to act out his feelings. If you force him to keep it all inside, he will eventually explode. We get them to let it out in a constructive way."

New Dimensions, May 1971

Trecent & Trelevant

Big Brother tutoring

A report on a voluntary tutoring program carried out in 1969-70 in Toronto, has shown that the tutors spent most of their time helping with reading and the remainder with spelling and mathematics.

The tutoring for boys between nine and 16 years old was provided by 18 students from York University's Atkinson College in conjunction with Big Brothers of Metropolitan Toronto.

Responsibility for the project is shared by Laura Ferrier, research associate at Big Brothers, and Dr. Leo Davids, assistant professor of sociology at York.

Boys were chosen for tutoring if their main

problem was poor school performance rather than an emotional difficulty; and if an "unskilled but enthusiastic volunteer" could be helpful to them.

Half of the "pairs" from 1969-70 were still active by June, and all the boys who stayed in the project passed their year. A report on the program is now available from Big Brothers, 504 Jarvis Street, Toronto.

Open concept guidance

Applying open concept to guidance, Joyce Schimpky, guidance counsellor at Westdale Elementary School in St. Catharines, has managed to accomplish in three days what used to take more than a month.

Assembling 120 grade 7 and 8 students in the open area of the school last fall, she instructed them in learning skills, studying at home, and methods of research.

In previous years she had taught each class individually, giving 24 lessons to eight classes. Last year the open area allowed her to bring together students of grade 7 and 8 in four groups.

Miss Schimpky also used the open area for guidance in career planning and to provide

information given by representatives from high schools in the area.

This spring, a teacher committee of 12 is planning a drug information week. "This is in reply to a need," she said. "The grade 8 students have been asking about drug information. Now each teacher will present his story and show films of his choice on the subject."

Student-teachers need degree in 1973

Students entering Ontario teachers' colleges in 1973 will require a university degree in arts or science, Minister of Education Robert Welch has announced.

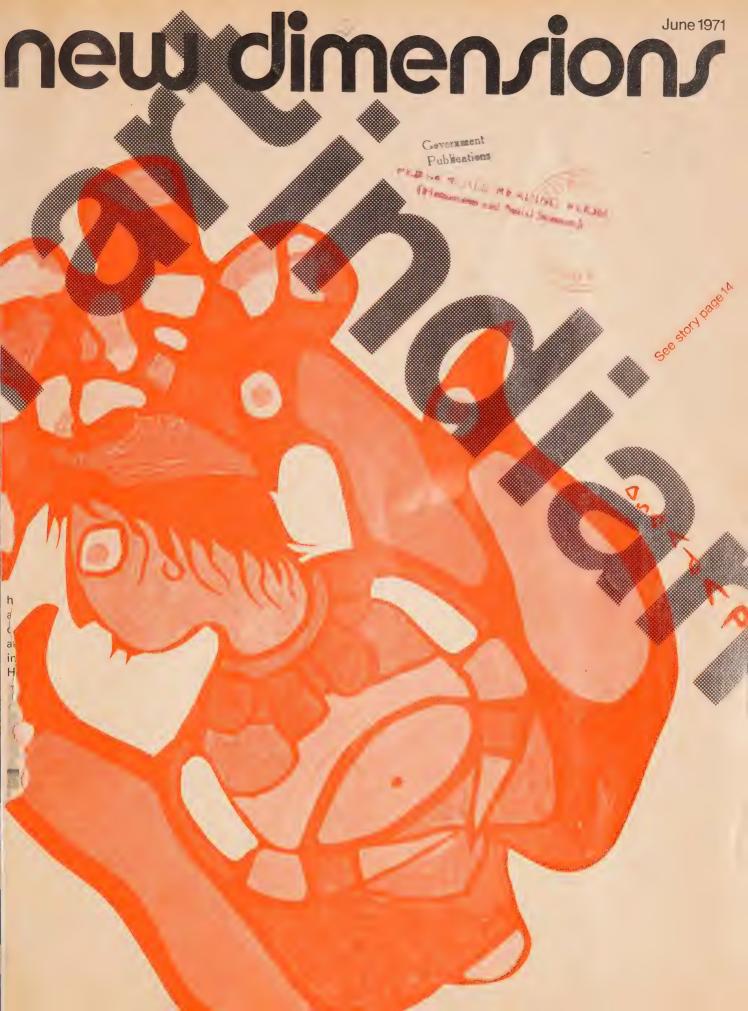
Speaking at the opening of the 111th annual meeting of the Ontario Educational Association in Toronto, Mr. Welch said the elementary school teacher qualification will

be a degree in arts or science from an Ontario university or the equivalent, and one year at a teachers' college.

"This means, in effect, that beginning in 1974, virtually all new teachers joining the staff of our elementary schools will hold university degrees", Mr. Welch said.

Correction

John Beaton, a contributor to *Write-In* in March *New Dimensions*, was inadvertently described as coming from Waterford, Ontario. This should have read Watford.



new dimensions

June 1971 Volume 5, Number 12

Note to librarians: September New Dimensions will be Volume 6, Number 1.

Published monthly by the Ontario Department of Education 44 Eglinton Avenue West/Toronto 310 Telephone 365-6407 Editor, Louise Rachlis
Assistant editor, Jane Nugent
Produced for teachers and others interested
in education throughout Ontario, by News
and Information Services.
Director of Information, Arnold Bruner,
Assistant Director, John Gillies.

Design consultant, Bernard Cullen

Authorized as second class mail by the Post Office Department, Ottawa, Second Class mail registration number 1914.

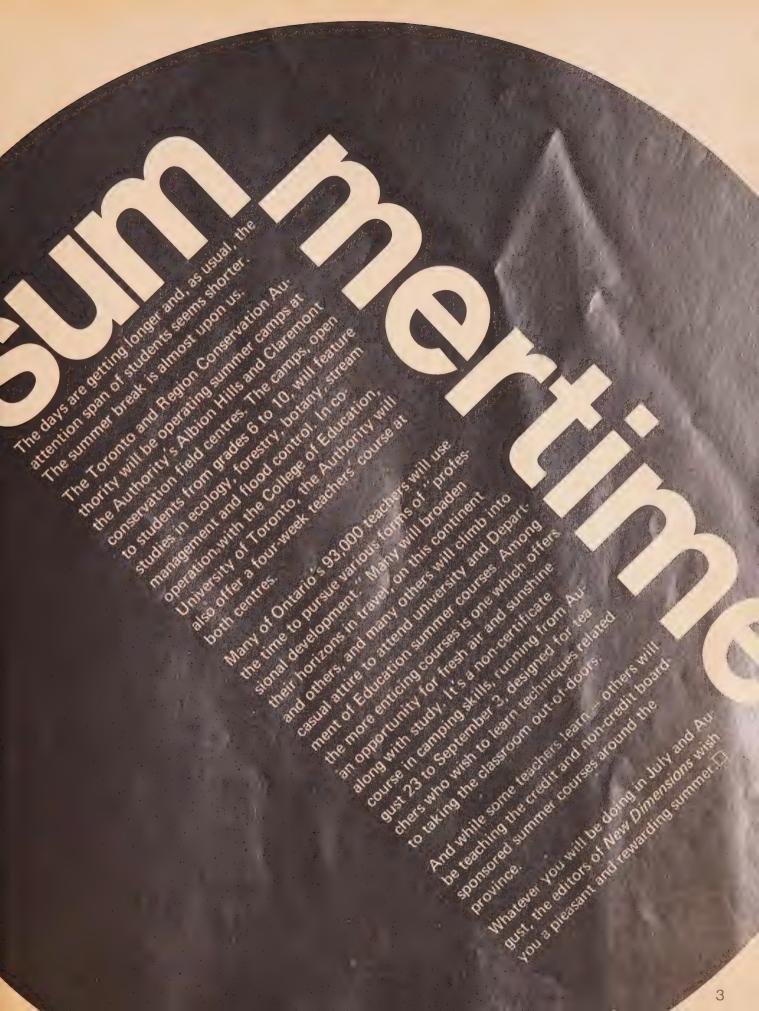
Send change of address to: Editor/Dimensions 40 Eglinton Avenue East/Toronto 315



Indian Studies at Manitoulin Secondary School	4
Ecology kit teaches environmental preservation	6
Blast-off at the Ontario Science Centre	6
Stock exchange for grade 12 students	7
Mid-winter break in Europe	8
Learning the letter of the law	10
A taste of Spain in the classroom	10
Canada immersion week	11
Indian orientation in Thunder Bay	12
Indian artists visit Ontario schools	14
Write-in	15
Recent and Relevant	16

Cover

Painting by Indian artist Norval Morrisseau. See story page 14.



Education in Rainbow Country

photostory by Louise Rachlis

This fall, Indian students will comprise onethird of the student body of Manitoulin Secondary School, a fact which makes the school unique.

Optional courses in both the Ojibway language and Indian Studies are offered to *any* student, and teacher Grace Fox has found the non-Indians in her classes to be "very keen."

"We don't want to discriminate, bisect or dissect," explained Wilfred Pogue, the school principal. "These are just options."

The modern composite school came into operation just two years ago, and is the only high school on Manitoulin Island. It is located in the town of Excelsior, replacing schools in Mindemoya, Gore Bay and Little Current.

"Since the new school opened, there has been less sense of division on the Island," Mr. Pogue noted. "The schools used to compete against each other, and only meet to compete. Now you're 'just Manitoulin,' and where you came from isn't important."

Manitoulin is an island in Georgian Bay, slightly larger than Prince Edward Island, with a population of about 12,000 engaged mainly in agriculture and tourism.

The school building, in the centre of the Island, is a meeting place for social gather-

ings of the board of education to the Boy Scouts. It is situated on the West Bay Indian Reserve, and Chief Jim Debassige of the West Bay Band maintains close contact with activities at the school.

The Indian Studies program was introduced this year to help the Indian student "re-learn his own cultural heritage," and to give the non-Indian a better understanding of his Indian classmates. There are 18 students in the language course, and 22 in Indian Studies; about half the classes are Indian.

But such courses are just one part of what the school is attempting. Mr. Pogue is negotiating with the federal government to obtain two Indian counsellor-aides who would join the school's guidance department and cater to the needs of the Indian students. They would visit students' homes, relaying messages from the school counsellors and establishing a closer home and school contact.

"We've also started having parents' nights where the Indian students come from, rather than making the parents come to us," Mr. Pogue said. "Most of the Indians come from Wikwemikong, and we've had three meetings there . . . It's remarkable the sort of simple things which have to be done."

There are several reasons why improved communications are necessary. "One big problem in guidance," said counsellor Roy Eaton, "is that all three schools on the Island were predominantly Arts and Science. This new one introduced occupations, technical, and business and commerce courses which hadn't been in operation before.

"And here distances add to communications difficulties with both parents and elementary teachers. We are also hampered by the telephone system — the party lines, and people who just don't have telephones. Next year, with more guidance counsellors, guidance will take place outside the school, not in "

In its everyday operations, the school adapts to its locale. The first period starts at 9:10,

since some school buses travel 60 miles beginning at 7 a.m. Classes finish at 3:30, and unstructured "extra-curricular" activities are included during the day three days a week, rather than after school. The school is divided into four houses which run their own sports programs and competitions. Science teacher Ken Ashdown is "co-curricular chairman," and supervises the house system.

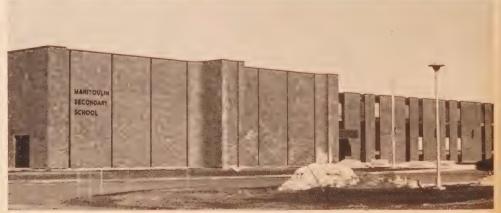
During open season on deer, almost everyone on Manitoulin Island goes hunting. To cut down on irregular absenteeism, the school developed a "hunting policy." That means hunters on school time must be 16, have a licence and their parents' permission.



and that the school lays down the days that they can go. At peak times, about 200 students are off in the woods.

There are several interesting optional courses at Manitoulin Secondary besides the Indian studies. Work in the school greenhouse is part of an environmental science course. In farm mechanics and power technology, the class strips down a tractor and puts it back together. There is a retail meat cutting course, one of few at the secondary level.

To ensure that students work to their capacity, Roy Eaton has been working with "cul-



ture fair" intelligence tests similar to those being done in the United States to determine children who have high intelligence but a culturally disadvantaged background.

This fall, such students at Manitoulin Secondary School will be given special mathematics. English and science courses - taught by the best teachers in the school, to very small classes. "Each student will be on a completely individual program," Mr. Eaton said. "There will be 27 students in math, 19 in English and 13 in science."

The students sense a difference in the outlook of the school, When Mr. Poque asked an Wilfred Poque





Indian girl how Manitoulin Secondary School differed from others she had attended, she told him, "Your staff are more sympathetic.'

"That's what you need," Mr. Pogue agrees, "but the problem is, how do you show sympathy? You have to show it by doing things . . . My feeling is once we demonstrate we're on their side - not by word but by deed - we'll have won them.

Mr. Poque has been on the Island three years, after principalships in Cochrane and Espanola, and he has had little trouble attracting teaching staff to "Rainbow Country." "We're very surprised at the number of staff who wanted to come here from the cities," he said. They ask 'is there plenty of water?', not 'what do you pay?' There seems to be a trend away from the congestion of cities."

But even the students sometimes like to get away from it all. In April, 21 of them went to Europe with geography teacher John Strickland and geography department head Detlev Kirchgatter. A few weeks later, a group of Indian students travelled to Midland to visit the site of Ste. Marie Among the Hurons.

As a matter of fact, there is interest in establishing a similar village near the school, with a collection of Indian artifacts from around the island. "We've made application for students to start clearing the site as a summer work program," Mr. Pogue said. "We hope this will stimulate interest in Indian history."



Chief Jim Debassige and guidance counsellor Rov Eaton

Indian students find many ways to show pride in their background. They sometimes make announcements in Ojibway over the school address system, wear headbands, and keep the Indian section of the school library the fastest circulating collection of books.

And "Indian Day" has become a highlight of the school year, with guest speakers, singers and dancers, and an Indian buffet and dance in the evening. "I was interested in giving Indian Studies at the school," said history head Hans Weterings, who co-ordinated the event, "and I thought an Indian Day would build enthusiasm." Last year 800 adults packed the school cafetorium, and this year more than 1,000 were expected on April 30th to take part in the community-school project. Among the participants were federal member of parliament Len Marchand, of



Kamloops, British Columbia, and folk singer Alanis Obomsawin.

The Indian studies program is changing as its teacher, Mrs. Fox, acquires experience in such a new area. A former elementary school teacher, Grace Fox also teaches grade 10 mathematics and acts as a guidance counsellor for Indian students. "I am really enjoying the course, and feel much more comfortable with the subjects now that the year is almost over," she says.

"In the language course next year there will be a complete change — to the use of Cree symbolics instead of Roman letters." One of her problems is that books on the language are difficult to find. The text she used this year was printed in 1802.

But she is pleased with the way the courses have been going. "With Indian Studies I'm educating myself too," she admits. "There are things I didn't know."

As for the students, it is the "present-day issues" which capture their attention. "They want to learn about the Indian of today,' says Mrs. Fox, "not long ago."

Ecology kit for Canadian teachers



A 40-page full-color teaching kit on ecology will be distributed to Canadian teachers by the Upper Canada Zoological Society and the Ontario Zoological Park, Wasaga Beach.

The kit adopts a new approach to educating students on the importance of environmental preservation, drawing examples from the studies of certain animals.

The text will contain pictures of 20 world animals, including man himself, written material and a teachers' guide prepared by John Collins, science head at Thornhill Secondary School. The text was written by Prof. C.R. Van Eysinga, the Society's executive director of the Park.

The text will cover four subjects: how animals live, where they live, why they live in that particular environment, and what man's function is.

All the animals are ones that students will easily recognize. Emphasis will be placed on conservation and how changes in environment produce changes in behavioral patterns which in turn upset the balance of nature and eventually lead to the extinction of the species.

Teachers may obtain a kit by writing to *Our Living World*, Box 519, Willowdale, Ont., before June 15.

The Park, which is open for school tours, was established in 1962 and is maintained and administered by the Society, a public non-profit institution chartered by the Ontario government. Located on a 55-acre natural site, the Park has over 700 species of animals and birds. Additional information is available from: The Co-ordinator of Educational Services, Ontario Zoological Park, Wasaga Beach, Ont.□







A high school contest that's out of sight

It looked something like Cape Kennedy just before blast-off, but it wasn't. The location was the Ontario Centre for Science and Technology, and the occasion was the first model rocket contest ever held in Metropolitan Toronto.

The contest, for high school students, was held in May and had been organized by staff and student members of the Runnymede Collegiate Institute Rocket Club in cooperation with the Astronautical Society of Toronto.

Speaking before the May 24 contest, student official Taras Tataryn, who is an enthusiastic member of the rocket club, said that there were probably 25 to 30 schools in the area with rocket clubs. They had all been contacted and he hoped that at least a third of them would enter the contest. He said there would be several displays and demonstrations in addition to the contest.

Model rocketry surged in popularity in the United States in the late 1950's and its appeal is now so widespread that unofficial world championships were held for the first time in Yugoslavia last year.

Explaining the competition rules, Taras said the rocketeers would be judged in five different areas: Streamer duration, parachute duration, boost glider duration, precision landing and biological simulation.

In the first three areas, the aim is to reach a maximum altitude and then take the longest

Contestants Myron Tataryn (left) and Steve Wilson .



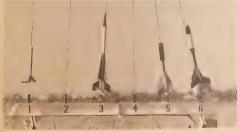
possible time to descend, using a proper recovery system.

This is a real test of the rocketeer's engineering ability because a rocket's body diameter has to be quite small to achieve long streamer and parachute duration, but it requires a relatively large parachute and streamer.

The most difficult part is constructing a good boost glider. To achieve this, the engineer must be able to combine the flight characteristics of a rocket with those of a glider. The fourth area, precision landing, involves landing the rocket as close as possible to the ground target. The fifth section is described as being "strictly for eggheads," only because the rocketeer had to fly a grade "A" egg in a rocket and recover it intact. From a spectator's point of view, that's much more exciting than an egg and spoon race.

Taras said the organizers hoped that dividing the contest into these particular categories would provide the best way of demonstrating the sport to the public and of showing the abilities of the competitors.





Heavy trading at Opeongo

The Opeongo stock exchange may not be Wall Street, but as a project in business finance it has been proving successful for the past four years. Offered to grade 12 at Opeongo High School, outside Douglas in Renfrew County, the project has been run with the following rules:

- 1. Required Three or four blackboards, each divided into four columns: Quantity; Security; Bid; Ask. Daily issue of a newspaper with closing prices on stocks.
- 2. One student is appointed as a broker for one group of students. Usually a ratio of 1 to 7 is preferable as this broker will be caught up with much paper work. Brokers must disburse two thousand dollars each, an amount to cover the cost of their seats on the classroom exchange. This seat or broker's privilege can be withdrawn at any time for a lack of proper management. In this case, the fee paid by the broker would be lost. This decision is left to the teacher's discretion. The fee paid by brokers for their seats is placed in an "emergency fund" for shareholders in need. Borrowing from the fund is done on promissory notes bearing prevailing market interest rates.
- 3. Each broker chooses a secretary whom he pays between seventy-five and a hundred dollars a week.
- 4. Students of one group are assigned to one broker and must buy and sell through this broker only. This is to avoid complications in paper work and get the students to trade as much as possible instead of spending their time on paper work. To start their investments, all students receive ten thousand dollars.
- 5. Orders to buy or sell must be filled out by investors and passed over to secretaries who act as traders. They are the only ones to change prices on the blackboards. An order slip may contain the following information:

 Quantity Security Bid Ask Price Date Broker's Name Signature. All order forms must be kept in chronological order by brokers in case the teacher needs reference on certain transactions.
- 6. Each broker keeps one ledger sheet for each customer. Each investor must also keep a ledger sheet for his own records. This permits cross checking.
- 7. Brokers and clients must use the commission rates in Business Finance for Canadians

by Gilbert Gauthier, Commercial director, Opeongo High School

(Robinson) page 250, or any other chart available from brokerage firms or stock exchanges.

- 8. Any indecent form of language will result in a penalty of five hundred dollars, deductible from the client's account, every time it occurs. Penalties are turned over to the "emergency fund".
- 9. Marks can be given for volume traded, profit realized, and number of transactions performed during a semester or period.

After four years of experience with this project, I can see advantages and disadvantages. On the bright side — It is excellent for group work and group discussion, yet is a challenge for each individual. Subjects such as accounting, machine mathematics, business machines and business finance can all be incorporated.

Enrolments have ranged from 25 to 54 in a class. Students soon learn to be organized and informed, and many show qualities of leadership, management, and ability to control money properly. Many assignments and research projects can be related to this classroom work. In one case, every student had to chart daily prices for one stock. This proved very important for those who were contemplating buying these stocks. The entire project proved extremely important in the discussion and study of stocks, bonds, mutual funds and income tax. As a teacher I was always interested in stocks and joined in the game with the students.

One disadvantage is that the procedure may, in time, get boring. The main cause of this would be declining market prices. In such cases we would stop and pass on to other topics on the course of study. If time permitted, we would come back to trading before the end of the year. Then most students were surprised to notice the changes in price and volume. However, it can become too much of a game and lack research.

Some students may start discussing items of interest besides stocks. Others may feel it is better to buy only a few shares in a few companies, then sit back and watch prices fluctuate. In such cases, they need more attention from the teacher and must be taught self-determination and proper management.

Kingston students experience a European holiday

by Anne MacLennan

A driving snowstorm almost interrupted the beginning of summer holidays for some Kingston area high school students.

A snowstorm in June? Not exactly. It's just that for the Kingston students, "summer" holidays were a little early this year.

They began in mid-March and ended before the month was out — at the end of mid-winter break.

In the short but crammed-full 10-day vacation, the Kingston students got a preview of what many Ontario students are about to begin — a tour of Europe.

And at least some Kingston area parents got a taste of what "school" these days can give their children.

About 30 students in grades 10 to 13 at Loyalist Collegiate and Vocational Institute went to Rome, with side excursions to Naples, Pompeii and Florence.

Four more students, from Queen Elizabeth Collegiate and Vocational Institute in Kingston, went to Ireland with Robert Watson, head of the geography department at that school



But both of those high school groups travelled on tours arranged entirely by Ship's School Association in Toronto.

The three teachers and 41 students from LaSalle Secondary School on the outskirts of Kingston, did their own thing.

It was the first time such an ambitious school vacation trip had been decided upon, planned, organized and then finally carried out by teachers and students in any one school in Frontenac County.

And, if LaSalle teachers and students have anything to say about it — and indications are they will — it won't be the last. In fact, they are already tossing around travel ideas for next year.

Early in the year, teachers Sandy Rodd, Judy Luck and Fay Nellestyn decided they would like to accompany a group of students to Europe at mid-winter break.





respectively; so it could be an extension of class work.

Having travelled abroad before themselves, they decided that with some careful figuring, they could keep the cost low but still have an interesting and "untouristy" holiday.

They came up with some ideas, confronted a travel agency and found they could get a group from Montreal to Amsterdam to Paris to Munich, back to Amsterdam and then to Montreal, all for \$300, including meals.

By 4 p.m. on March 19, the students, three teachers, one official of the Frontenac County Board of Education, a mother of one of the students and a newspaper reporter were waiting at the door of LaSalle school for the bus that would take them to Dorval and a KLM flight to Amsterdam.

H.C. Hunter, a superintendent, was the board official. The only adult man on the tour, Mr. Hunter soon became affectionately known as "Uncle".

Mrs. June Pople was the mother. She decided to accompany her daughter, Kendra, and Kendra's girlfriend, Debbie, to Europe, partly because she had never travelled abroad herself. But there was another reason.

"Kendra's a teenager now and the time we are able to really spend together is becoming less and less. I'm really looking forward to having 10 days with her," said Mrs. Pople.

The first view of land on the other side of the Atlantic brought the flight-weary LaSalle students to life.

In conversation throughout their section of the airplane, they wondered fleetingly how there could be wars "when the world is so small."

Over Ireland, then England and finally touchdown at Amsterdam . . . Ahead were 10 days of new friends, new places, new experiences and perhaps best of all, new



feelings. About themselves as people and as Canadians. About people in other parts of the world. About Canada and peace and brotherhood.

"It's so different but you know at nights sometimes when we were all sitting around talking, it was almost as if we were in another part of Canada — a different part but still in Canada," said one teenager.

Though the trip was to be "educational," it was also to be a holiday. The emphasis was on freedom.

"We didn't want it to be formal and structured. We'd say, 'Okay, we're going to the Louvre and we think you might be interested. We'd like you to come if you would like.' If they didn't want to join us, they didn't have to. Usually, they came along.



But they were left to make up their own minds," said teacher Fay Nellestyn.

Near the end of the tour, Donald, one of two grade 9 boys, was asked what he enloyed most.

It wasn't the Eiffel Tower, nor the Louvre, nor the castle in the Bavarian Alps.

"I really enjoyed being able to do what I wanted to do," he said.

What he meant was that he had discovered for himself that if you stay up late talking on Friday night, going out with the others on Saturday morning is no fun. He found his own level.

The experience wasn't Donald's alone.
Others too learned that once you've proven





you can stay up until 4 a.m., you may thereafter go to bed earlier with impunity, if you are tired or have a busy day coming up.

A few other things balance out that way too: Spend your money now and you won't have any left for later; Don't eat dinner and you'll be hungry at bedtime; Eat too much at midnight and 3 a.m. may be painful.

Those were some of the tangible lessons. There were other things — confidence, poise, respect for each other and for themselves, independence.

For Kathy and Tracey, the Louvre proved to be more than an experience in discovering art. The two also made friends, in French, with a group of young French school children. On a train from Munich to Paris, a youngster who had never taken a German lesson in his life — but is now thinking of it — explained in flawless German to the German conductor: "I do not speak German."

And there was Debbie who made friends of the night clerks in the hotels and usually managed to get some much-cherished toast Canadian-style for her breakfast. And Vicki who had always dreamed of going to Europe and was finally there and loving it. And Harold who, after having studied German for some time, was so delighted to finally be able to use it.

Several parents have already expressed surprise at the changes in their children. One couple wrote to the teachers: "We don't know what you've done but you've done something."

Their daughter, along with many of her fellow travellers, is now working particularly hard so others won't think she just couldn't cope with school work and a European holiday.

Teacher Sandy Rodd sums the experiment up this way: "It was so exciting to see the students in situations they hadn't been in before — experiencing new things, new languages, new people.

"They were bewildered, amazed, excited, happy and sad. They wanted to go out and try things on their own, even in a language that was totally new to some of them. They'd come back boasting, 'I bought some cheese and some bread and I did it all in French.'

"They weren't afraid to try things. The students who were not studying a language are 'dying' to now.

"Yes, they've changed. They have increased their confidence, their knowledge and their sensitivity to others and themselves."

As for the teachers: "We'd do it again next week if the opportunity presented itself."

Classroom, courtroom drama in Matheson

by Michael Barnes

Faces set and solemn, the jury returned. The foreman rose to give his verdict. Defendant Dave Mowat confessed afterwards he felt nervous, and his lawyer was certain he would lose the case.

"We find the defendant guilty . . . We find the defendant not guilty . . . We find we really cannot make up our minds!"

These statements were not made by an uncertain jury foreman in a local court. They were given by three different intermediate grade students in Matheson.

Dave Mowat did not really steal anything and the other two defendants were also acting a part. But they all confessed afterwards that their experience made them realize just how it feels to sit in the prisoners' box.

The credit for bringing a true-life glimpse into the workings of our judicial system goes to Constable John Laforge, accident prevention officer with the Matheson detachment of the Ontario Provincial Police. He arranged the program with teachers Bernie Jones, Jim Ramsey and Doug Ritchie of the Joseph H. Kennedy Public School.

"It's all part of our community relations programs," Constable Laforge said, "and I found it makes for good rapport with the students."

The first step in introducing the judicial procedure to the students was a lesson given by the officer on the roles played by plaintiff and defendant. The work of defence and crown attorneys was then shown with all the steps in an investigation.

In the 16-page booklet which Constable Laforge has produced, he states three basic aims of his program. The students learn the principle that the accused is presumed innocent until guilt is established beyond reasonable doubt, that the onus is on the Crown to establish guilt, and that it is the duty of all involved to see that justice is done.

When the policeman returns, he brings simplified procedural rules for each player in the simulated court scene. A crime is staged and the participants are given time to practise their roles.

The students' reaction was mixed. Misconceptions conveyed by television were brought to light and the students came to realize that the investigation procedure is a long process.

It was Nicole Saumur who really noted something that rarely occurs to adults. "It all formed a pattern," she said. "I never realized how much preparation goes on before a case is brought to trial."

The approach won praise from the teachers because all the students were involved in the proceedings. They were reporters, witnesses, policemen, and attorneys. The guidelines for the players were not tightly structured, so that the students could ad lib or enlarge upon their presentations.

Some time after the trial, the classes evaluated their experience. It was generally felt that another court scene would be worthwhile. Lynn Melancon summed up the reaction of many of the students: "I found out what happens in a court case, instead of having to break the law and find out the hard way."

Recreating Spanish culture



Anthony Mollica (right) conducts a Spanish workshop with Roy Jackman, of the Curriculum Branch, Ontario Department of Education

The streets of Hamilton or Hawkesbury may not sound like those of Madrid or Barcelona, but the more than 10,000 Ontario students studying Spanish have no trouble feeling at home in the language.

Spanish teachers have a wide range of audiovisual materials at their disposal to help recreate the culture and conversation of Spain. Classes can even watch *The Flintstones (Los Picapiedras)* on educational television, in an episode called "Wilma tiene un bebé."

Spanish has been offered in Ontario schools since the 1920s when four centres gave courses. There are now more than 150 schools teaching Spanish. There are 10,106 students of Spanish compared with 284,107 students of French and 418 of Russian.

Several more secondary schools are planning to introduce Spanish this fall, said Anthony Mollica, program consultant for Italian and Spanish with the Department of Education. Mr. Mollica, who joined the Department's West Central regional office last August, was formerly head of the modern languages department at Welland High and Vocational School.

To bring Spanish teachers together, he has been conducting workshops in Kapuskasing, London, Windsor, Sudbury, and Toronto, displaying Spanish books and resource materials, and leading discussions.

A taste of Spain is added to the Spanish classes, Mr. Mollica said, because many teachers travel to Spain to brush up on their language and bring back colorful materials for their classrooms.

Students sing modern Spanish songs and at Burlington Central High School they even made up Spanish menus — as part of their study of food.□

Oak Ridges pupils and parents immersed in Canada

"O Canada" is sung with a little more gusto these days by 192 students at Oak Ridges Public School.

The national anthem has taken on extra meaning as a result of the school's five-day "Canada Immersion Study 1971." Class and grade boundaries were dropped as the grade 3 to 6 students studied every aspect of Canadian life. The Home and School Association financed purchase of daily newspapers from each province and, using the papers, one group set out to compare the cost of living in various parts of the country.

The program, a pilot project of the York County Board of Education, involved students, teachers and parents. Parent involvement played a big part in the success of the program, according to Ed Burlew, Oak Ridges' principal. The parents supplied slides of Canadian scenes, collections of stuffed Canadian animals and birds, and gave lectures.

Students were allowed to pick the province they wanted to study, and then they undertook a great variety of projects. One boy, studying New Brunswick, obtained a model of a lobster trap and learned to operate it as part of his studies of the east coast fishery. He relished the opportunity to explain the workings of the trap to students studying other provinces.

Those studying the Northwest Territories carefully built papier mâché models depicting the many facets of Eskimo life.

During immersion week, the students stud-

ied individually, in pairs, and in groups.

One classroom was set aside as the master learning pod where material of every conceivable nature on Canada was available to the various groups.

Four months of planning went into the program. Pupil objectives were to assist in understanding the concept of a province; broaden knowledge of Canadian culture; develop a feeling of patriotism; encourage a deeper appreciation of Canada; develop a natural curiosity about how Canada operates, develop an understanding of Canada's place in the world; and increase the students' effectiveness as young Canadians.

In achieving these goals, the students covered a wide range of subjects, such as Canada's native peoples, current systems of

transportation and trade, industries, scenic wonders, and government structure. The program was conducted wholly within the school.

The school appears to be an excellent environment for learning. Mr. Burlew has created an atmosphere of simple informality. No one thought it unusual, for example, when a memo from him to his staff was signed simply "Ed".

He addresses students by their names as he tours the halls and gives them a pat on the head or shoulder and asks about their current projects or the progress of their studies.

It was this type of atmosphere, it is felt, which enabled the students, staff and parents of Oak Ridges to become totally immersed in Canada for one week.









Helping Indian students adjust

New arrivals



A student in the orientation class at Hammarskjold High School



At Trappers Lake, supervisor-teacher Lou Adams gives a lesson in mineralogy.

"Have you ever written an obituary?" asked Jim Smithers with a wry smile, "because that's just what you're going to do now."

Mr. Smithers, the energetic special programs co-ordinator for the Lakehead Board of Education, had just learned that the board's innovative program for Indian high school students will not receive the federal funds needed to keep it going.

The program, inaugurated experimentally last September, introduced a new concept in education and orientation of Indian students.

"It's very tough on these kids for the first year or so," said Mr. Smithers. "To begin with, some of them have never been away from the home before; so they are unsure of themselves. They have to adjust to things like main roads, traffic lights and cars and, in many cases, to houses with running water and electric lights."

Consequently, there was need of mental as well as physical orientation, and this is where this program came in. First, it offered an orientation course for students new to Thunder Bay. They arrived in the city a month before school officially opened, and with the help of an enthusiastic team of teachers and counsellors, were simply shown how things were done. They learned the layout of the school; how to get from their lodgings to school; how much their bus fares would cost them and scores of other things strange to them. The orientation program was carried out at several schools. At Hammarskjold High School, Mrs. Margaret Evans had the task of helping the newcomers through their first difficult weeks.

"To begin with I used to help them with everything," she said, "and I was always at hand to answer questions or sort out problems."

Mrs. Evans and her colleagues were really more than counsellors. They found lodgings, sorted out doctor's and optical appointments, and often found the money needed to replace lost or broken eye glasses.

With the help of the Friendship Centre they were also involved in a variety of afterschool activities.

The other part of the program was developed to assist students who for various reasons had never settled down; who had been in trouble, and who were considered drop-outs.

"We introduced some programs especially for this category," said Mr. Smithers. "The thing to remember was that these were an alternative to being sent back home."

They consisted of nursing and teacher aide courses, and a bush camp program at Trappers Lake.

For eight months Trappers Lake, 55 miles north of Thunder Bay, was home for 23 boys, 19 Indian and four white.

Lou Adams, the supervisor and a teacher at the camp, said that the change in the boys was simply amazing. He said although the camp proved successful with the Indian boys, he thought it would work just as well as a mixed camp.

"The white boys came to us later in the year," said Mr. Adams, "and I was a bit concerned about how they would all get on but I needn't have worried. It worked out better than anyone anticipated."

The boys did a certain amount of academic work, such as math, English and geography, but they also learned more practical skills such as linecutting and staking, map reading and mineralogy.

"It was sometimes hard to believe that these boys were drop-outs from conventional grades," said Mr. Adams. "In map reading for example, they did work that a university undergraduate would be proud of."



Mr. Smithers thinks the program succeeded because the boys were able to relate what they were learning to their natural way of life.

"An Indian boy can't see the use of making book ends or joining two bits of piping to gether. But if, while he's working with these tools and materials he is actually making something, it's a different matter altogether."

Mr. Adams said the boys had come through some pretty tough tests with flying colors.

Students from Trappers Lake leave on a line cutting and claim staking expedition.

During January, with temperatures at a steady 20 to 30 below zero, the boys spent a month in an on-the-job training program, claim staking for a mineral exploration company.

At Black Bay Road Public School two girls have been working as teacher aides, doing many of the routine teachers' chores which freed them to spend more time with their pupils. Principal Terrance Axelson said the girls had been a real help.

"They did such things as preparing art materials, putting up blackboard, and bul-

letin board disnlays, helping the children on and off with their cluthes and looking after audio-visual needs, " he said.

The program philosophy is getting people to do things they like and enjoy, as part of a learning situation.

Though it will not be expanded, the resident and course is the only part of the program cheduled to continuo next year and Mr. Anelson said the two girls were planning to remain to the school, go to night school and then to take a course course.

"One of our concerns in that schools under our heard of education do not use tell inaider.

"Hote fully, the Department of Indian Affairs will accept them into this cools which are under their jurisdiction."

The other main course was the nurses' approgram, which at the end of the year included 21 miles and on boy, Fred Sugar and Sugar appropriate the other states and on boy.

Organized by Mrs. It a Elsenbach and Mrs. Polly Organ, both professions nurse, it was part of the curriculum at Northwood High School, but an radiaties for such a program were not available at the school the students worked at Granuvis Lodge Home for the Aged.

Mrs. Eisenbach call the group splint three days a week at Grinilivial Ludge and the rest of the time they worked in different hospitals as aide.

At Dawson Court Home for the Aged, where there were three nink and Fred, ruporvisor Patricia Smith said she was "all for" the program.

But now, all this hall been shelped, though not never arrive permanently. However there is concern among both Haff and students.

"What about those who come next year?" asked one girl. "I don't know how I'd have managed without the intentation program."



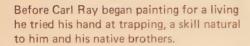


Margaret Evans with her class at Hammarskjold High School



Communicating Indian culture through art

photostory by John Gillies



For the last month, in his own shy way, he has been telling Ontario secondary school students and community art club members that as a trapper he wasn't a success. A year's catch consisted of four beaver, one lynx and an assortment of mice and rabbits.

Carl kept on with his painting and soon came under the influence of Norval Morrisseau, the internationally known Ojibway painter whose works have been shown in Nice, Paris, New York and many Canadian centres.

The two are touring Ontario schools and community art groups, introducing students to Ojibway art and culture.

Morrisseau was discovered 10 years ago by Jack Pollock of Pollock Galleries, Toronto.

Ray, a member of the Deer Lake Band, came under the influence of Morrisseau while Morrisseau was living at the Sandy Lake Indian settlement. Originally a primitive



artist, Ray has developed a unique style of his own that reflects the legends of his people.

The two will visit 14 Ontario centres, working with students during school hours and community art groups in the evenings.

With the school groups, the artists briefly explain the Ojibway culture and then discuss their art while working on one of their paintings.

The program is sponsored by the Ontario Department of Education's youth and recreation branch in co-operation with the participating school boards and art groups.

Centres to be visited are: Kirkland Lake, Haileybury, Timmins, Wawa, Bruce Mines, Elliot Lake, Blind River, Manitoulin Island, Sudbury, Levack, North Bay, Bracebridge, Oshawa and Whitby.









WRITE IN

The world of work

Any of us who teach in the classroom know that it is sometimes very difficult to get across to students the idea that school is in essence a protected artificial system, and that it often bears little-resemblance to the conditions that a student would live under if he were in the world of work. With this thought in mind, the Arnprior District High School this year instituted a work experience program for students.

In the week of our annual "Open House," representatives from all major industries and business concerns were invited to tour the school during the afternoon, and to view students and their projects, more especially those relating to technical and commercial subjects. They were then asked to take a student for one week, with no pay, and to give him the same work to do as the regular employees.

The employers have been unanimous in their support of the program. To date, 50 students have gone out to the various industries and businesses. Already, five boys have been

offered permanent jobs in June, and one bank will take at least two girls.

When the student goes to work, he takes with him an evaluation sheet for his employer to fill out, regarding the performance of the student, and impressions of the program. The consensus so far is that the program should be started earlier in the year, and more students should be involved. Several students who in the classroom, to be charitable, are mediocre have already said that this program gives them something concrete to work for.

The work experience program was organized by Leo Flagles and Dr. Andrew Schopflin who head the technical and commercial departments at A.O.H.S. Principal William Sly is delighted at the success of the program, and feels that a program such as this cannot help but bring the community and the school closer together.

Don Smith, Arnprior District High School Arnprior, Ontario.

CAATS film praised

I have previewed the film on the community colleges, *Students for a New Age*, and have shown it to a number of consultants in our regional office. We were all very highly impressed with the excellent quality of this production and with the effective message which it conveys. I have definite plans for its use in the schools of Region 4 and many of my colleagues have similar plans.

I wish to compliment News and Information Services for providing a very timely medium for conveying a much needed message to our students. I am sure that this film will receive much use and will be very warmly received particularly by our guidance counsellors. It will be encouraging to them to receive such fine help in their task of acquainting their students with educational opportunities at the post-secondary school level.

F. Marchand, Program Consultant, Guidance, Western Ontario Region.



Bridging the generation gap

Vocational students at the Ontario School for the Deaf, Milton, turned their talents to bridging the generation gap. They designed and built this 25-foot span to enable residents at the adjacent Halton County home for the aged to enjoy the OSD grounds and watch sports events. Without the bridge, the elderly residents faced a long walk out to the road and back to reach OSD. The bridge was named after Lorne Elwood (in wheelchair) the school's first driver and a now resident at the home. \square



Drafting students design office

Fourth year architectural drafting students in Fenelon Falls have helped redesign a local real estate and insurance company office.

The building consisted of two separate areas, connected only by a door, which was confusing prospective customers. The design problem was to unify the two offices within a budget of about \$2,000.

The Fenelon Falls Secondary School Students completed the existing floor plan, a revised floor plan, interior and exterior elevations, and a presentation floor plan. The estimating was done collectively, with each student working out his own particular problem.

When the job was finished, the owners came in and together with the school's technical

director, principal, and a representative local radio station, formed a panel to hithe students' oral presentations. They eplained their design features and answequestions, while the school camera club photographed the proceedings.

The project was explained over the radiand after a week of deliberation the copany's owners awarded a prize to the winner.

"During the project the students worke enthusiastically and were very competi said teacher John Boxtel. "The atmosp in the class was always good. It was the general feeling that the project had bee worthwhile and should be tried again."

Teaching "little brothers"

The younger pupils at St. Martin's Separate School in Terrace Bay all know what having a big brother means.

During the school's "Big Brother Week," students from grades 5 to 8 adopted a class made up of pupils from grades 1 to 4, and later a grade 1 and a grade 5 class grouped together for a science field trip.

"Younger children were thrilled to have the older children giving them attention and working patiently with them," said Sister

Paulette Hatfield, a teacher at St. Marti "The older pupils noticed and apprecia many qualities and characteristics of th younger ones — the uninhibited respon the eagerness to learn, and the confider

The grouping was done individually, wi one senior pupil working with one juni pupil. The work was planned in advance the senior pupil who then taught his "I brother" topics from science, mathematic geography and English. □

Pollution project produced

A grade 6 class at Mount Hope's Pioneer Memorial Public School has made a videotape film on pollution as part of a combined science-language arts project.

The 34 pupils wrote their own script, which included an interview with a litter barrel and

shots of a home-made "pollution mobi that represented pollution by machine

The theme, which developed from a sc class on pollution, has already gone be the classroom. The group interviewed a airline captain on his feelings about jet craft as polluters.

Third World in Scarborough

The Scarborough Board of Education, with the co-operation of the University of Toronto, presented its fourth annual Spring History Conference in April on the "Problems of Development in the Third World."

About 1,200 senior history students from Scarborough high schools and an additional 200 from across Canada and the eastern United States, attended.

The spring history conference was initiated four years ago by Scarborough history teachers as a means of stimulating an interest in national and world affairs.

Previous conferences focussed on such topics

as: "Understanding Mainland China";
"Canada — One Nation or Two?", and
"Canadian-American Relations — Trot
Ahead?"

As one Scarborough teacher remarked our students walk away from this conthinking they have all the answers, the efforts will not have been effective. If thing is to be done, we must go beyon that."

Perhaps a student best expressed the e ence when he noted that, "this confer has really opened my eyes. It's such a problem to tackle."

2-10-10-1-45.

Government Publications



New dimensions in education

Government Publications

PLEASE DO NOT REMOVE

CARDS OR SLIPS FROM THIS POCKET

UNIVERSITY OF TORONTO LIBRARY

DECATALOGUED

